

Leeds plans rebellion on overseas students

by Sue Reid

Leeds Polytechnic is planning to defy the Department of Education and Science's instruction to reduce overseas student numbers in the next academic year. The college governors have decided to reject a quota system and continue their foreign enrolments at the same level.

Their decision follows an appeal by two other polytechnics—Leicester and Wolverhampton—for special treatment from the DES. They have asked the department for permission to stagger the reduction in foreign student numbers over a period of several years.

All three colleges have acted in response to the DES ruling, outlined in a special circular last August, that overseas student numbers in the next academic session should be reduced to the 1975-76 level of 75,000. Numbers currently stand at 80,000.

But while the Committee of Vice-Chancellors and Principals have advised universities to ignore the circular in such advice has been forthcoming from the Committee of Directors of Polytechnics.

Leeds is the first polytechnic to firmly reject the quota ruling. In 1975-76 its foreign students stood at 450 compared with 500 in the current academic session.

A spokesman told the TIMES this week: "The college's academic board considered the quota problem and then referred the matter to the governors. They have proposed there should be no change in the enrolment policy."

At Wolverhampton foreign numbers now stand at 321, compared with 174 in 1975-76. To cut back to the level two years ago by next autumn would, claims the college, mean that few, if any, foreign students could be admitted next year.

The college's governing council has asked the DES for special arrangements to allow the reduction to 174 overseas students to be placed in extra sessions. This would allow an intake of 80 new foreign students in each of the next three academic sessions.

Leicester Polytechnic is facing a cutback in foreign students from the present total of 326, and 1975-76 level of 326, to 120 for the DES for permission to reduce its annual intake to 120 for the next two years with a commitment to achieving the 326 figure by 1979-80.

The college has already elicited the information that a 10 per cent "tolerance" in numbers would be acceptable to the department. However, a DES spokesman said this week that the request from Leicester and Wolverhampton were still under consideration.

The number of overseas students in Britain is only a small proportion of the overall total in higher and further education. Mr William Van Siraubenze, MP, told the World University Service's annual conference this week.

He said that in 1975 there were 31,539 overseas students in universities compared with 237,175 from the United Kingdom. In further education in the same year overseas students enrolled at grant aided colleges totalled 42,139 on full time or sandwich courses out of a total force of 3,924,329.

Arriving in favour of Britain retaining her role as an educator of foreign students, Mr Van Siraubenze said: "A rich and powerful country such as Britain still has a moral duty to share some of the wealth of its education with those from less well developed nations."

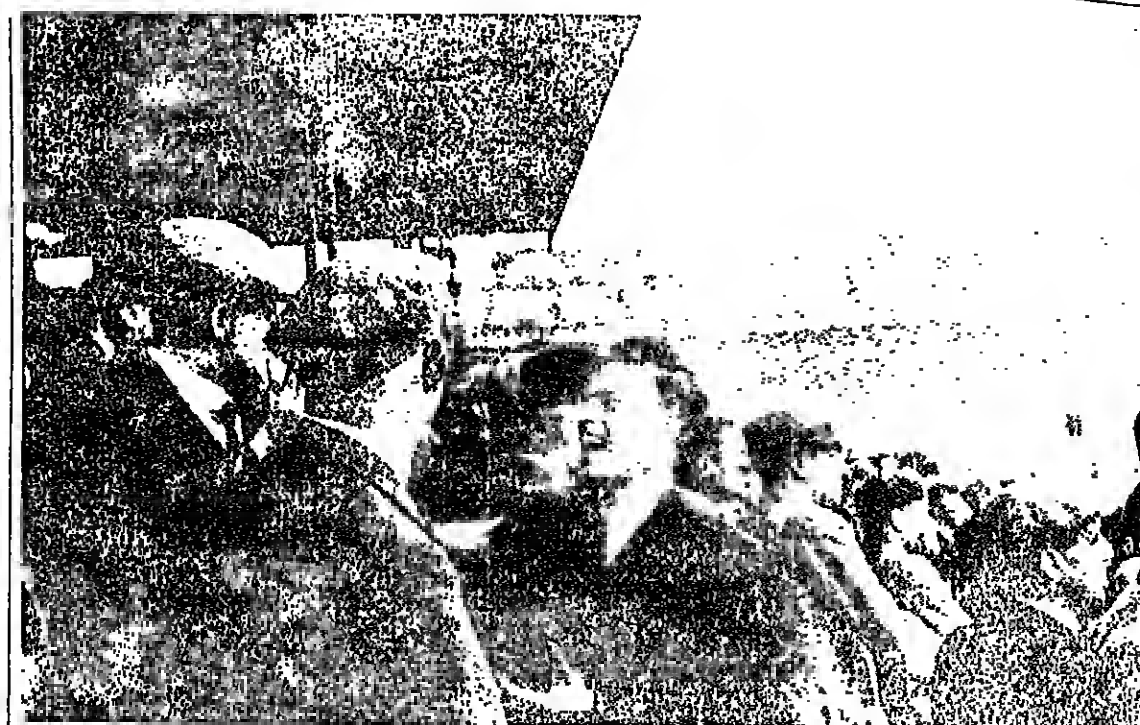
"Overseas students help to 'open windows' and make Britain more aware of the value of the international dimension. Since many are postgraduates they also add to the research effort of the British universities."

Links made at university or college of an overseas student who returns home. A number of Third World political, cultural and industrial leaders had studied in Britain and this had been of direct material advantage to Britain.

"Where trade once followed the flag it now certainly follows the overseas student when he returns home. Money spent on overseas students is an important investment for this country's future. This is a fact that few, if any, foreign students could be admitted next year."

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An exhibition of photographs taken by Humphrey Spender during 1937 and 1938 in Bolton and Blackpool as part of the Mass Observation project is to be staged at Southampton University's photographic gallery from next week. This print of spectators at a Bolton Wanderers home match in 1937 is included in the show. The Mass Observation project was a nationwide attempt to redress the communication gap between the opinions published by publicists and the media, and those of the man in the street.

Student tells of Special Branch visit

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of the Official Secrets Act, which he produced, so that the conversation would be treated in the strictest confidence. I refused."

The college's student association reported the incident to Mr Norman Buchan, Labour MP for Renfrew West, to Mr Robin Cook, Labour MP for Edinburgh Central, and to the National Union of Students.

Mr Brian Peoples, student association president, said: "We got in touch with the college authorities to find out if they had any dealings with Special Branch in this case. They denied any knowledge of what the policeman was up to. We accept that."

Mr Tom Hawie, the principal, said this week that it would be wrong to make any comment on the matter until the government's committee had made their report. Investigations were taking place.

It would also gather information from universities, colleges and Government departments on the demands for education and training in Britain from abroad.

The UCKOSA and the CEC have proposed that a central executive committee should assist the committee and have the power to invite officials of relevant Government departments to attend meetings as "observers" according to the subject under discussion.

But this is being opposed by the ODM and is also causing concern among DES, FCO and Home Office ministers and officials.

While Mrs Williams, Secretary of State for Education and Science, must make the final decision she will not act after full consultation with the ODM and the other interested Government departments.

The DES confirmed this week that the proposal was still under consideration but the ODM refused to confirm their opposition. A spokesman said: "The decision about the commission will be taken by the DES."

Numeracy scheme launched to a flood of demand

by Maggie Richards

Bolton's first nationwide numeracy scheme has been taken up with a much bigger scale than we thought. The NRC has also dispatched 5,000 posters to that colleges and local authorities can advertise their own numeracy schemes.

The first programme in the Moke It Count series, compiled jointly by Yorkshire Television and the National Extension College at Cambridge, will be transmitted by some independent television regions tomorrow.

They will be sent a leaflet containing details about the NRC's own numeracy schemes. The NRC estimates that more than 20 per cent of the population has difficulty with simple arithmetic.

The first programme in the Moke It Count series will go on air at the following times: Saturday January 7: 9.40 a.m. and 11.30 a.m.

Sunday January 8: 9.25 a.m. and 11.30 a.m. and 1.30 p.m. and 3.30 p.m. and 5.30 p.m. and 7.30 p.m. and 9.30 p.m. and 11.30 p.m. and 1.30 p.m. and 3.30 p.m. and 5.30 p.m. and 7.30 p.m. and 9.30 p.m. and 11.30 p.m.

Just before Christmas more than 1,200 institutions had ordered the programme. It was reported this week that the NRC had received orders for more than 1,200 copies of the programme.

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At last—now for the good university news

by Peter Scott

A remarkable revival in the financial fortunes of the universities is heralded in the White Paper on public expenditure which was published yesterday. Not only does it seem that the Government intends to compensate universities in full for the extra 33,000 students they will take between now and 1981-82; but also a substantial increase in expenditure next year, 1978-79, has been allowed for—on the basis that Mrs Williams's promise to rectify the universities' teachers' pay anomaly will be kept.

According to the White Paper universities' recurrent expenditure will rise from the present total of £782.6m in 1977-78 to £828.6m in 1978-79, an increase of slightly over 5 per cent. In the same period the total education budget will increase by only 3.1 per cent, from £7,646.8m now to £7,881.7m.

In fact the annual rate of increase in university spending, 1.6 per cent, will be half as high again as the increase in total education spending over the next five years. Part of the explanation for the more rapid increase in university spending is the continuing expansion of student numbers: this year there are 277,000 students; in 1981-82 they will have 310,000, an increase of almost 12 per cent.

However, universities would only need an extra 194m in 1981-82 to compensate for these extra students. In fact they are to receive £156.6m more. The extra 60m, nearly all of which will be given next year, has almost certainly been allocated for two purposes: to pay for the rectification of the pay anomaly and to compensate for the undercalculation of this year's cash grant.

The full figures for the recurrent expenditure of the universities for the next five years, all at 1977 prices, are as follows: £782.6m in 1977-78; £828.6m in 1978-79; £881.4m in 1979-80; £940.3m in 1980-81; £999.2m in 1981-82. The annual percentage increases, starting from 1977-78, are 5.9, 6.8, 6.3, 6.0 and 6.1 per cent respectively.

The percentage of the age group going on to higher education is expected to increase from the present 13.5 to 14.5 in 1981-82. During the same period the size of the relevant age group will increase from 8.8m to 9.2m. However, the Government also intends to maintain its present restrictive policy towards overseas students. It expects their number to fall from the present 45,000 to 44,000 over the next five years, implying a decline in their proportion in higher education as a whole from 10 per cent to 7.5 per cent. This is still higher than the 1972-71 figure of 6.1 per cent, before the recent expansion in their numbers, but under way.

The White Paper says staffing standards in higher and further education will remain broadly constant at 1977-78 levels. Taking into account the increase in the number of students, this suggests that by 1981-82 there will be 3,000 and 4,100 extra university teachers will be employed over the next five years.

In contrast to the universities, expenditure on further education and teacher training will only increase by just over 10 per cent, from £694.5m to £765m. However, there is no breakdown between advanced and non-advanced further education and the apparently less generous treatment must be largely accounted for by the decline of teacher training, which no longer appears as a separate category.

A final note of optimism—arising from the White Paper—concerns the new British Library next to St Pancras Station from 1979-80 onwards. Public Expenditure in 1981-82, HMSO, Part 1—20p; Part 2—£3.35.

Engineers want to crank up degree status

by Sue Reid

Two major institutions have warned the Government that the status of engineering degrees is being eroded and that a new higher education structure for engineers is now needed.

In evidence submitted confidentially to the Government's committee of inquiry into the engineering profession, chaired by Sir Monty Finniston, both the Institution of Mechanical Engineers and the Institution of Electrical Engineers have argued strongly for a new dividing line between the higher education programmes for intending chartered and technician engineers. They also want A-level entry requirements for engineering degree courses raised to attract high-calibre sixth-formers into the profession.

The IEE evidence warns: "The engineering degree, which was once normally the route to a career as a chartered engineer, is becoming increasingly the route to a career in industry. The degree is being used by a much wider range of students and consequently students have undertaken theoretical studies 'that were beyond their intellectual capacity'."

The IEE claims: "As a result many graduates with modest degrees have acquired neither the theoretical knowledge needed for a basis for careers as chartered engineers nor the type of education that would have fitted them more appropriately for careers as technician engineers."

Students who in the past would have taken Higher National Certificate or Diploma courses, now took degree courses which "prepare them less well for employment in technician engineering. We therefore believe there is a need to introduce degree courses which are designed to develop the knowledge and skills required of technician engineers."

"There is also a need to develop extended, say four year, degree courses encompassing industrial studies, such as design, finance and project management."

The IEE puts a strong case for the development of special "elite" courses to create a relatively small number of engineers of the "highest technological competence."

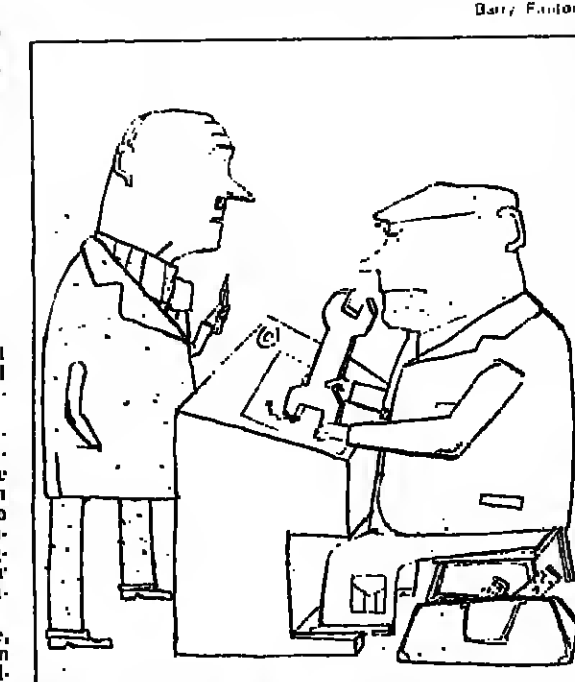
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"Good Mr. Smithers, but there's a long way to go before you become a chartered engineer."

The IEE's confidential submission recommends "that consideration be given to raising A-level entry requirements for engineering degree courses, mainly as a means of attracting brighter students but also to divert a proportion of those less gifted towards more appropriate technical courses."

In questions the controversial remuneration made last year in the British Association report that university admission requirements be changed to maths and one or more good A-level pass in any subjects. "Before such a step is taken a thorough study of the ability of an undergraduate to succeed in an engineering course without A-level physics or an extra preparatory period of undergraduate study should be made."

Arguing for encouraging "special academic establishments", the IEE evidence says: "We believe there is some merit in the concept of developing certain universities or polytechnics to a recognizably high level of excellence in teaching and research; the great problem would be in selecting the ones to receive this distinction."

Tuition fees to rise by 9 per cent

Student tuition fees are to rise by less than 9 per cent next year to keep pace with increased costs, says a Department of Education and Science Circular issued yesterday.

The circular recommends new levels to be charged for students on local authority mandatory awards in 1978-79. The fee levels were raised substantially last year, particularly for overseas students.

The circular advises authorities which introduced very substantial fee increases for part-time vocational courses in 1977-78 to consider any further increases carefully. Fees paid by students on courses aimed at remedying par-

ticular social and educational handicaps should be kept at a low or negligible level, it adds.

For sandwich students, local authority associations are to recommend that the full-time fee covering industrial placement periods should be scaled down to reflect the lower expenditure incurred.

The associations have issued separate recommendations for advanced courses which do not attract a mandatory award.

The projected number of overseas students for 1978-79 is 22,000, including 12,000 assisted by the Overseas Development Ministry and the Foreign and Commonwealth Office.

Recommended fees

Student category:	1977-78	1978-79
Overseas:		
University:		
Postgraduates	854	921
Undergraduates	630	705
Further education:		
Full-time: Advanced	630	705
Non-advanced	340	390
Home:		
University:		
Postgraduates	750	815
Undergraduates	500	545
Further education:		
Full-time: Advanced	500	545



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Britain 'a renegade' on overseas student fees

by June Feinmann

An impassioned plea for the Government to abolish student fees in universities was made last week by the vice-chancellor of Bradford University.

Dr Ted Edwards said the move would be a solution to the enormous discrimination against overseas students, particularly those from the Third World, caused by the increase in their fees last year.

Speaking at the annual conference of the World University Service at the Royal Holloway College he argued that, when Britain decided to create a differential between overseas students and British students, she had stepped out of line with the rest of the industrial countries of the world. In Europe, for instance, only Austria and Ireland charged more than negligible fees.

Dr Edwards, whose university has stood alone in maintaining the parity between overseas and British student fees, said that at stake was one of the major contributions of our time—that between the free exchange of knowledge throughout the world and the congealing of knowledge which in the past had led to international friction, enmity between nations and war.

"The major characteristic of the recent high growth of world knowledge is that it has depended entirely on an international free trade. When we speak about the cost of universities, as is now, it is fashionable, we are apt to forget that the major part of the cost is not under the university, but in the particular country. The knowledge they teach or extend has been discovered in the greater part in the other laboratories and libraries of the world."

"It is one of the most precious

examples we have of the possibility of human cooperation across all boundaries of race, religion or nationality. Any major threat to this relatively recent but immensely valuable human tradition would be akin to entering a new period of the Dark Ages", he said.

Dr Edwards argued that this world view was the only proper background to the issue of overseas student fees, and that the Government could not justify the high fees on economic grounds.

The kind of sum that was involved in the so-called saving by the recent rise in fees was perhaps of the order of 1 per cent of the total expenditure in universities and endless discussions as to whether the 1 per cent might be made 75 per cent or 1.25 per cent had followed.

"But if this kind of sum represents the thing we argue about in the case of the international problems I have discussed, then our chances of working towards the kind of international understanding which might save us from a world disaster are slight", he warned.

The British Government's current policy on overseas students' fees was, he believed, one of the most discriminatory in the world. It was a policy which would be charged very much higher fees which would be used to subsidize students from poorer countries.

He claimed that even if the tremendous problems involved in giving such subsidies were ignored, this government policy was still virtually unworkable.

"If we discriminate against rich



Dr Ted Edwards—scrup fees system

is this kind of discrimination compatible with our membership of the Common Market?"

"If we discriminate against the United States, should we then with the American Foundations into our own British educational efforts? If we are talking about the aid rich countries, then it would be legitimate for us all producing countries to charge even higher fees to us than we do to them."

Dr Edwards said there was indeed a place for positive discrimination

in favour of the poorer countries. But it should be done by giving greater and greater amounts of aid to poorer countries to help them make their own decisions and face the much larger problems of international, social, cultural and economic reorganization that were at the heart of this matter.

The worst way of doing it was to decide for them what particular commodity of ours, such as education or anything else, should be the subject of our weighing and measuring, he said.

Scots split on devolution and universities

by Sue Reid

Scottish universities should continue to be financed through a Scottish Education University Grants Committee rather than an assembly in Edinburgh, Professor W. Frank, chairman of the Association of University Teachers in Scotland, said last weekend.

At a conference examining the whole future of tertiary education in Scotland, he argued against devolving the universities. There was a need for research to be on a United Kingdom basis and controls over universities should be "as remote as possible".

"Let us keep away from the control of the modern barons—politicians and their ilk," Professor Frank, opposing the Professor of Mr John P. Muckinosh, Labour MP for East Lothian and part-time professor of politics at Edinburgh University.

Mr Muckinosh was adamant that in the event of devolution the Scottish assembly should have within its ambit the universities as well as the other areas of higher education. Dr Nigel Grant, newly appointed professor of education at Glasgow University, agreed.

Mr Muckinosh claimed that the "supposed virtues" of a tertiary council to rationalize the whole area posed its own problems. Such a council would need funds and would need to include universities. It would, he warned, be beyond the power of a small body to assess the institutions and their courses and impose some sort of rationalization. The members' discussions might culminate in ad hoc decisions rather than those based on educational requirements.

But Professor Baillie Ruthven, principal of Moray House College of Education, maintained that a tertiary council could ensure that decisions to rationalize or diversify were made on the basis of educational necessity regardless of political considerations. He argued, extending existing competition between institutions.

The mess which the Scottish colleges of education now found themselves in was the result of inadequate early planning.

Train tutors to counsel—report

by Judith Judd

Academics give pastoral care a low priority and their students feel they are not interested in them, according to research published this month. These are some of the results of an inquiry into how university members see the pastoral role of the academics carried out by Mr Barry Pashley and Miss Angela Shepherd of Hull University's department of social administration.

In an article in the *British Journal of Guidance* the researchers say that if higher education institutions are concerned to pay more than lip service to the pastoral tradition they must recognize that only some of their staff are able and willing to take on a pastoral role.

Such academics should be carefully selected, trained and rewarded for their special responsibilities, say the article and it calls for a revival of the pastoral tradition. "If academic staff are to continue with pastoral work, it should be placed on a very different footing. One solution might be to have a few counselling tutors" in a department instead of a lot of supervisors.

This proposal would meet two of the criticisms disclosed by the inquiry. "While a pastoral role may legitimately and realistically be expected of some academics, it is quite unrealistic and unrealistic to expect it of them all." In addition, both parties should want good pastoral relationships.

The researchers asked students how they viewed persons tutoring arrangements under which each student was allocated to a supervisor who was a teaching member of his own department. Unlike the academics, the students were overwhelmingly in favour of a system in which academics would volunteer for supervisory duties.

North American news

Carnegie urges major curriculum rethink

from Olive Cookson

WASHINGTON

American colleges and universities, for all their diversity, have until recently had undergraduate curricula bearing recognizable common features. Now even this element of similarity has disappeared. That is one of the most striking conclusions of a major study by the Carnegie Foundation for the Advancement of Teaching.

The report, which has been in preparation for two and a half years, draws on national surveys of staff and student experiences and opinions, analysis of hundreds of college and university prospectuses, visits to sources of institutions and the advice of a battery of consultants.

Its overall aim is to draw attention to the undergraduate curriculum, an area which it says is suffering from neglect in most institutions.

The report says universities and colleges should formulate curricular policies for the institution as a whole. It suggests that "one place to start is by considering the mission of the institution."

General education, consisting of institution-wide requirements designed to assure that all students "obtain some of the breadth of knowledge, ideas and culture once offered by liberal arts colleges in America" has been eliminated from some undergraduate curricula. At the other extreme, a few colleges still consider all their courses integral parts of general education and require all students to take them. In between is a complete range of practices.

The lack of concern about the curriculum noted by the foundation may be due to a general feeling of satisfaction with the way things are, both on the part of students and of their teachers.

Surveys for the report showed that more than 90 per cent of faculty members at all types of colleges and universities saw their institution as a "very good place for me" or a "fairly good place for me".

Seventy-two per cent of American undergraduates claim to be "satisfied" or "very satisfied" with their colleges. However, questions specifically about the quality of teaching showed that students at less prestigious institutions where fewer teachers have PhDs are happier than those at the elite research universities.

At liberal arts colleges 79 per cent of students are satisfied with the quality of their tuition, and at community colleges 76 per cent are satisfied compared with 65 per cent at research universities.

These findings suggest the need for alternatives to the research-oriented curriculum. The report suggests designating a limited number of faculty members as "master teachers". They would serve as models of teaching ability, provide guidance for new staff and serve as consultants in all specific teaching problems. They would be paid extra for their work.

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Political motivation denied in axeing of Rhodesian students

Carnegie-Mellon University has dropped eight out of 25 black Rhodesian students from a controversial Master's degree programme in public administration.

In the autumn 19 of the 25 students signed a public statement alleging that the course was "invented" to create a nucleus of pro-western puppets to stand as a stumbling block against the authentic cause of our people's revolution."

The university denied that the programme was politically motivated. It was set up last summer with funds from a Rhodesian foundation and several United States corporations to provide black Rhodesians with the managerial skills that will be needed if and when a black majority government takes over their country. According to Carnegie-Mellon, both the Rhodesian and the United States inside and outside Rhodesia supported the scheme.

Yale finally chooses its new head

WASHINGTON

After a well-publicized and sometimes controversial nine-month search, Yale University has found a new President to succeed Mr. William French Willard, 64, a Yale graduate, a 1940s professor of medieval and Renaissance literature, who is currently chairman of humanities at Yale.

Although Professor Glanville has been hailed as Yale's first "ethnic" President, his ancestry is only half Italian and he is a traditional Ivy League background. He got his undergraduate and PhD degrees at Yale and has taught English there for all but three years of his academic career.

The Yale Corporation, the university's governing body, tried to keep the deliberations of its Presidential Search Committee secret, but they constantly leaked out into the press. At least three men are said to have turned down the post.

The most embarrassing refusal was that of Dr. Henry Rosovsky, dean of the faculty of arts and sciences at Harvard. Dr. Rosovsky became Yale's first Jewish President in 1967, but he was deeply involved in a major campaign to raise the standards of undergraduate teaching there.

The historian Dr. Hanna Gray, who as Provost of Yale has been acting President since Mr. French's departure for the American Embassy in London last spring, was in the running to take over as permanent President. She has just been appointed, however, President of the University of Chicago.

Dr. Glanville will become Yale's eighteenth President at a time when the 276-year-old university is in serious financial difficulties. Its current fundraising drive has fallen well short of expectations and the operating deficit over the past decade has been more than \$10m.

Educationally, Dr. Glanville is rated a conservative. He was involved, for example, in an unsuccessful attempt to introduce intensive writing courses at Yale in place of a series of seminars by outside speakers.

Today's college students, he wrote in *The Washington Post* in 1976: "have lost touch with the English language." They arrived at university "often completely lost about how to cope with their work, with their time, with themselves."

The College Placement Council (CPC), which questioned 600 employers in all sectors of the economy, found that overall they plan to recruit 16 per cent more new graduates than last year.

Dr. Frank Endicott, emeritus placement director at Northwestern University, said that the 201 large corporations he covers were expected to take on 14 per cent more graduates than in 1977. It was his 32nd annual survey of corporate recruitment plans.

Both surveys showed that the recruitment boom is based in confidence that the American economy will grow this year. Seventy per cent of the CPC employers expect their own business conditions to improve during 1978, while 5 per cent expect a deterioration. Dr. Endicott found that only 4 per cent of the corporations he questioned were expecting things to get worse.

Opportunities for qualified minority and women candidates will again be particularly good as firms try to meet "affirmative action" commitments.

Vacancies for engineering graduates are up 27 per cent on a year ago, the CPC reports. For PhD engineers the increase is 52 per cent.

Computer science, the other big

Dr. Glanville

First degrees should 'be stricter'

A special task force of the American Association of State Colleges and Universities has urged member institutions to redouble the content and scope of their bachelor's degrees.

The task force, led by Dr. Glenn Dunke, Chancellor of the California State University and Colleges System, calls for stricter qualifications in English, mathematics, United States and world history and economics.

Tax credit proposal for parents runs into difficulties

from our own correspondent

WASHINGTON

The idea of allowing students to claim a tax credit for their parents' tuition fees, against income tax, has been around for some time.

Recently, however, it burst into the nation's political limelight, and it shows no sign of going away.

Congress very nearly had to break up for Christmas without passing a major social security Bill, brought urgently by President Carter, because it was deadlocked over an amendment that would have given families a \$250 tax credit for each child attending college.

The amendment had been passed by the Senate with a large majority but was strongly opposed by the Carter administration and leading Democrats in the House of Representatives. It was withdrawn just in time for Congress to pass the Bill, which will increase social security taxes by \$227,000 over the next decade, before the 1977 session ended.

However, some form of tax credit proposal is certain to be reintroduced in the 1978 session as a Bill in its own right.

The Senate has already demonstrated its support for such a measure, and many observers believe that a majority of the House of Representatives is unlikely to defy America's current "middle class revolt" by opposing it.

But the administration, together with most of what still has been called liberal opinion in the United States, argues that to give a billion dollar tuition credit to middle and upper bracket taxpayers could be grossly inequitable at a time when federal aid to low income students is still inadequate.

The two sides present conflicting

Graduate jobs outlook brighter

WASHINGTON

Job prospects for next summer's university graduates look remarkably good, according to two recent surveys of major American employers. They are brightest of all for engineers and computer scientists.

The College Placement Council (CPC), which questioned 600 employers in all sectors of the economy, found that overall they plan to recruit 16 per cent more new graduates than last year.

Dr. Frank Endicott, emeritus placement director at Northwestern University, said that the 201 large corporations he covers were expected to take on 14 per cent more graduates than in 1977. It was his 32nd annual survey of corporate recruitment plans.

Both surveys showed that the recruitment boom is based in confidence that the American economy will grow this year. Seventy per cent of the CPC employers expect their own business conditions to improve during 1978, while 5 per cent expect a deterioration. Dr. Endicott found that only 4 per cent of the corporations he questioned were expecting things to get worse.

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Computer science, the other big

McGill ve to retire

Dr Robert Bell is to retire as principal and vice-chancellor of McGill University in Montreal in June 1979. He will resume his academic duties as Rutherford professor of physics.

The faculty of arts and sciences at Tulane University, New Orleans, has voted 101 to 10 to ask the university to discontinue lifetime appointments, because sports was draining Tulane's scholarship funds.

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Give medical engineering more support, SRC told

by Peter David

An increase in Science Research Council support for research in the materials field of medical engineering is recommended in a council working party report published last week.

The report points out that there is a large and growing world market for medical and dental devices and equipment in north America and Europe, where significant contributions have already been made for new materials, especially synthetic polymers.

In the UK interest in medical engineering appears to be growing, the report says, but it is fragmented in universities, polytechnics and hospitals, funded variously by the Science Research Council, the Medical Research Council and the Department of Health and Social Security.

It recommends the establishment of a small number of large research centres capable of undertaking collaborative, multi-disciplinary research involving scientists, engineers and clinicians with the necessary equipment and facilities.

The report finds that the current level of spending in the field is inadequate. In medical engineering as a whole annual expenditure by the SRC is running at £90,000 compared with a combined annual expenditure by the MRC and the DRSS of £1,500,000.

An increase in SRC funding to £400,000 is recommended over two years.

'Keep universities in teacher training'

by Simon Midgley

A plea for the preservation of the university role in initial and in-service teacher training was made at the National Union of Teachers annual education conference in London last week.

Professor Gerald Bernbaum, professor of education at the University of Leicester, said that it was "vitally important for the whole standing of the study of education and for the development of the teaching profession in what is going to be a very, very difficult time that there is a university connection and that this is not submerged for under a local political purpose relating to the late 1970s."

Referring to "a leading abroad" that the number of initial teacher training places allocated to the universities had been reduced, he said he felt this could have serious consequences for the universities.

He pointed out that even if all the 5,000 university postgraduate certificates of education places were to be cut, this would do virtually nothing for the problems of initial teacher training in the public sector.

Professor Bernbaum also said that such a move would break the link the universities had with teacher

training generally because it would be impossible to sustain any other kind of teacher education work in the universities without the initial teacher training element.

Discussing the increasingly important role that the development of in-service training work was likely to play in education departments in future, he said that there were signs that some local education authorities for political, financial and emotional reasons were encouraging their teachers to attend for polytechnic or college in-service courses rather than university courses.

Some local education authorities are already pushing their teachers towards their own institutions. If that was to happen I think it would have profound implications for the universities and for the training of teachers and the standing of the study of education."

It would be dangerous because it limited the freedom of choice of individual teachers and more importantly, because universities rather than polytechnics were more likely to provide an independent forum of discussion apart from the influence of teachers' employers and local authority advisers.

If polytechnics were to acquire the lion's share of the in-service

training work, the price would be fairly tight control by local authority education advisers.

In future because of the no-growth policy in initial teacher training, the only growth area available to either polytechnics or universities was that of in-service training.

Professor Bernbaum said: "His view was that in-service training and the demand for further teaching qualifications would develop rapidly in future as a means of advancement within a relatively stable teaching force."

It was important to beware of local authority and head teacher control of teacher education, he said, in the sense that people who worked in the teacher education field knew that local authority and head teacher ideas at what counted as relevant were not necessarily always appropriate.

At the moment non-university institutions were not involved in in-service training work to any great extent, he said, but they were clearly going to become more involved in future.

A highly competitive situation could develop with polytechnics and universities offering a variety of in-service training courses, providing a free market was allowed to exist.

unit costs, staff/student ratios, capacity planning, international comparisons—British universities are low cost institutions.

In a speech to Manchester University's Court last week, Sir George Kenyon, chairman of the council spoke of a "revival of public confidence in universities."

On Manchester's own development, he said that it had shown the largest expansion of any university in the United Kingdom apart from years number ones. In the last five years numbers rose by 22 per cent, with a surplus of £38,479 in income of £32m, but the margin between success and failure was slender. Last year there had been a deficit of £300,381 and a deficit of more than £200,000 was expected in 1977-78.

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Australia

Fixed-term contracts come under fire

from John Kirkaldy

SYDNEY Britain will become part of a campaign by Australian academics to abolish fixed-term appointments in their country's universities. Advertisements have already appeared in Australian newspapers warning job applicants for university appointments of the pitfalls of the fixed-term system. This month the campaign is being extended to Britain through an advertisement in the *THES*.

The advertisements have been placed by the Federation of Australian University Staff Associations (FAUSA). They warn applicants to check carefully the nature of any appointment which may be offered. They also emphasize that seekers should confirm whether any position is renewable, as a number of advertisements, they claim, have been misleading.

The Federation advises that, although fixed-term positions may be renewable, there is no guarantee that this will happen. Renewing of fixed-term positions may, the Federation warns, have nothing to do with merit or ability.

Mr Les Wallis, general secretary of FAUSA, said that his association

knew of cases where potential applicants had received assurances (usually verbal) that fixed-term positions would be extended or converted, only for the assurances to be later denied.

The Federation is appalled to the principle of fixed-term appointments as a matter of policy. Mr Wallis commented: "Fixed-term appointments are a negation of academic freedom. They mean that academics are less likely to participate in the full range of academic functions and their work and research will suffer." FAUSA supports fixed-term appointments only for study leave replacements and replacement of temporary seconded persons.

An uncertain future and economic cutbacks in growth have meant that the incidence of fixed-term positions is increasing in Australian universities. In 1973, 86 per cent of Australian academics in universities of lecture or above status had tenure; in 1976, the figure had dropped to 83 per cent; and now FAUSA claims that it is about 80 per cent.

The present situation is that a newly appointed academic whose job is renewable has no security of position after three years

by a probationary review committee of the university concerned. Fixed-term positions almost invariably occur at lecturer level; higher positions of senior lecturer, reader, associate professor and professor are almost certainly of tenurable status.

Lower grade jobs, such as tutor and senior lecturer, are generally without tenure and almost always for a fixed period, ranging from one to five years.

The percentage of fixed-term appointments at lecturer or above levels varies considerably at different universities. FAUSA claims that at Melbourne University the figure is nearly 50 per cent and that it is similarly high at Monash University.

The debate is of particular interest to British academics, as they have always considered that public source of overseas recruitment for Australian universities. This has been reinforced by the economic climate in Britain and the higher salaries earned by academics in Australia. FAUSA claims that the higher salary picture is exaggerated in all quarters. Despite a higher cost of living, Australian academics are often considerably better off than their British counterparts.

Malta

Labour seeks to bring in student-worker system

by Carl Slevin

Tension between the University of Malta and Mr Don Mintoff's Labour government now centres on a plan to restrict entry to higher education to candidates who already have a job and whose employer or trade union is willing to sponsor them.

The scheme, now currently proposed, envisages that students would alternate six-month periods of study with equal periods of work although it is recognized that some courses will require a different pattern.

Teacher training, for example, would consist of two years' full-time study followed by one year full-time work and then one further year of study.

Where student-workers are employed by the Government, it will continue to pay wages during the study periods, but the financial commitment, if any, for private employers has not yet been decided.

The Government presents the scheme as a long-term structural reform, leading to higher education for all. The scheme is also seen as a means of breaking down what it sees as a bias in the present system against working-class children.

Critics see it much more as a reaction to the events, particularly the Government's refusal to join the Confederation of Malta Trades Unions, and, in the long run, simply an attempt to stifle the university as an independent voice in Maltese society.

Taking the educational proposals as such, the Malta University Teachers' Association has produced a draft report on ways of implementing Government policy. It accepts that a much larger proportion of the population than the present 7 per cent should be given the chance to enter higher education but sees this as useless if it simply means increasing the output of graduates in existing courses.

A tiny economy like Malta cannot afford to take the view that excesses and shortfalls will cancel each other out over space of time. What is required is a sophisticated Planning and Advisory Unit to advise on manpower requirements, and a sufficiently flexible system of higher education to respond year by year.

The UTA's report emphasizes that the student labour idea should not be imposed rigidly on that it does not require everyone to study and work in alternate periods. Additionally, a working paper submitted to the Government by the Students' Representative Council accepts the proposals of the UTA and points out that any purely materialistic view of education is bound to disregard its role as a civilizing and humanizing force.

Carrying this, the SRC paper takes a very much more overtly political line which is clearly related to the present troubles in Malta. The idea of sponsorship is rejected because it would replace

the old privileged class based on wealth and family with a new class based on party membership and servility to those in power. Such a system would also discriminate severely against women, especially in a predominantly Roman Catholic society such as Malta.

In practice, because the Government, including the current Labour administration, is the majority employer in Malta, a large proportion of students would have to rely on it for sponsorship. In addition, given the state of jobs for which they would be qualified, the trade union to which a student would belong would almost certainly belong to the Government.

The students' fears are intelligible in the light of the dispute between the Medical Association of Malta, a member of the Confederation of Malta Trades Unions, and the Government. Maltese doctors have been on strike since June and hospitals have offered only emergency services with the help of 20 or so Arab and East European doctors seconded by their governments.

One by-product of this situation was the closure of the university's medical school so that final year students could not take their qualifying examinations. In the event, all but two came to Britain to take the examinations with the cooperation of the British Medical Association.

This has caused enormous bitterness. Mr Mintoff has even accused the BMA of paying off the costs of the academic refugees, a charge which has been denied. Students protesting about the closure of the medical school have been roughly treated by police and at the university's graduation day ceremony in November a group of outsiders led by an official of the Labour Party, turned up on the campus and manhandled students and staff.



Mr Mintoff: centre of controversy.

Sweden

Agriculture campus is opened

from Mike Duckenfield

STOCKHOLM Sweden's seventh university has been inaugurated by King Carl XVI Gustaf. Based in Uppsala, just outside the capital, New Uppsala, against federal government education policies.

One of their major demands is that academics should have full political rights.

Other demands include giving academics representation on national academic coordinating bodies like the University Grants Commission and the Central Advisory Board of Education.

India

Academics call for full political rights

from A. S. Ahluwalia

BOMBAY College and university academic staff have been campaigning in the capital, New Delhi, against federal government education policies.

One of their major demands is that academics should have full political rights.

Other demands include giving academics representation on national academic coordinating bodies like the University Grants Commission and the Central Advisory Board of Education.

Don's diary

Sunday

Spent the so-called free time at the conference. I am attending the meeting through old copies of *The THES* in the common room. It is a publication I have only ever bought when unemployment has been pushing me. I have been looking for some university department to take me up, so the association, the paper holds, for we are not entirely pleasant.

It rapidly becomes clear that the picture of academic life painted in *The THES* bears no relation to life as I know it. In particular, the Don's Diary seems to chronicle experiences well removed from the mundanity of existence of myself and my colleagues.

For a good deal of the term, I have been looking forward to this conference, but as it draws to a close I realize that it has been a waste of time, and worse, and even fun. Spend the evening as I often have done in the past, usually nothing up the travel claims of those present and thinking how the money could be better spent.

Stop the fantasy quickly when I realize that what I have in mind is not a socialist centre for the entire world. I have seen the improved means of wheels but a new red registration TR7 for myself. Try to alleviate boredom by beginning new fantasy. No dice. This conference has clearly done permanent damage to my brain. Hope I will recover in time for next week's work.

Monday

One of the nicest things about coming back to work after a few days away is the pile of mail which has accumulated. Who cares that most of it is boring? Nothing like your name on your door and a few letters in your pigeon hole to remind you that you're really real. It is this existential crisis coming on?

See that I have a letter from a leading American woman academic and leave it all just on the well-known S. Cullen mail-opening principle described in this column same time ago. I was in the States looking after my work on women and health earlier in the year and, snark, thinking that this will be the invitation to come again next year.

Hopes dashed when I find a cheque for \$12 and a request to pay for my English language. Wonder if my male colleagues are approached to buy English razors or M & S underwear for their American counterparts and slaps off for an early lunch.

Run into a colleague in the refectory who informs me that he is off to examine in the *Spice Rite* has recently been humiliated there, so suggest that he takes a careful note.

Slightly to my surprise (he has never seemed to me to be a very naive supporter of the women's movement) he agrees. Customs men have studiously ignored women taking copies of the banned magazine over the border.

I wonder whether he will be stopped, and realize that my request to him may have been ideologically unsound. What if this character would go caught and become a martyr to the women's movement? Decide that that would be just one of life's little ironies and go off to collect the magazines.

Perhaps I shouldn't be so ungrateful. Not only must I be one of the few university teachers lucky enough to have a woman and a feminist as a boss, but my male colleagues are willing to risk life and limb exporting contraband literature.

Wake up feeling rosy and wonder if I have a hangover. No, I spent last night drinking tea and coffee in tax forms. Go off to meeting with colleagues to discuss a new course. Feel worse as meeting begins and wonder if I have time to run out and be sick without missing anything important.

Intu work early as I'm invigilating the examination lasts four hours with a half hour coffee break in

Tuesday

the middle of the week, a pile of books, theories, black and the Guinness Book of Records, to check whether I'll be able to enter for the longest season of invigilation.

Just before leaving home, notice a battle of both perfume and a bottle left behind by someone visiting the flat while I was away at the conference. Splash a bit on and decide that it is fully nice.

Our friendly department cleaner is still doing when I arrive in the room to be used for the examination. Have my bag forgotten about the perfume, but am reminded when she says, "Honey, this place smells like a bad girl's bedroom. Can you smell that?" Obviously, this is going to be another bad day.

Some compensation a little later during the coffee break when one of the candidates tells me what a lovely perfume I am wearing. Shiver and make a mental note that that is worth at least an extra couple of marks if he is a borderline case. Leave at 2 pm with his paper and buy an English blouse handkerchief on the way home.



Wander whether I can bluff it out. Get moved to a side ward, have a V.P. treatment, but decide it isn't worth. Admit to being a university teacher. Next time I see her, it is back to Miss Roberts.

Wednesday

We must be the only sociologists in the country who work in a building with ice rink and a swimming pool. The first four floors belong to the entertainment industry, the rest is leased to the university.

As Malcolm Bradbury has pointed out, a sociologist is always on duty. Maybe we should make the best of it and do a study of leisure in Bradford. As it is, our part of the building is closed in the evenings and for most of the weekend.

"What would happen if there was a fire miss?" an old question when I requested to stay on late in the building. Sometimes I think it would probably be a blessed release, and maybe we would get a decent social science building in the bargain.

Deaf to colleagues about this over tea and an old by economist friend who says we have no study space readily available at work, we can claim a tax allowance for a study at home. Decide that this is the impetus I need to fill in my tax forms for the past four years and leave in do some interestingly for my research, planning what will do with my enormous lux rebate.

Then a speedy fantasy about missing my contribution to the Grandiose group next week with a good excuse, having a bit longer off teaching, maybe even a couple of weeks' convalescence somewhere nice.

The deprivation of hospital just isn't worth it. I have much to offer to the sick role at home surrounded by one's own books, telephone by the bed. Set off down the road whistling and planning next week's teaching.

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Substantial asset comes on the market



Bryan Davies

Has the educational world fully woken up to the fact that a substantial number of pieces of choice property are on the market as a result of the cut-backs in teacher training?

If this property belonged to a central government department such as the Property Services Agency one could be sure that the most vigorous public debate would be taking place between various interested groups brawling with constructive ideas on how the needs of the community could be best served by their exploitation of these facilities.

Indeed, the national press would probably be monitoring the redeployment of these assets with a sharply critical eye. The departments and colleges of education due far closure over a four-year period are, of course, dispersed among a large number of local authorities and voluntary bodies.

This fact, however, should not obscure the reality of the situation which is that a substantial educational asset is "up for grabs" and there ought to be a close interest taken in its outcome.

In the final instance should any of the colleges be lost to education either the local authorities or the DES will reap some return from past investment, but educationists should be alert to their guard at the potential disadvantages in the conversion of educational property into a cash return, in this period of tight Treasury control.

In a recent answer to a parliamentary question, I labelled the Minister, Gordon Oakes, declared himself pleased "to see the high proportion of buildings which are expected to be used for other educational purposes". On the other hand, as to the conversion of surplus property only four are likely to be entirely lost to education.

In that typically elliptical fashion of such answers it is not clear whether the proposed purchase of Kesteven College by the National Union of Teachers is the only conversion of surplus property which is being retained within education or not.

There remains a further eighteen colleges whose future is as yet undetermined as the body concerned finds it no easy matter to use.

Pressure is being applied in joint action by the National Union of Teachers, the National Association of Teachers in Further and Higher Education and the National Union of Students, buttressed by the support of the TUC which expressed its view that the colleges should be retained for educational purposes.

This powerful educational lobby has already made clear to the Minister that it expects the colleges to make a significant contribution to the nation's education.

Firstly, they cite the need for facilities for increased induction and in-service training in all sectors of education already acknowledged as a government priority.

The DES considers this kind of extension to be well within the compass of the further and higher educational institutions committed to sustain teacher training following reorganization.

The second priority presents the DES with a far tougher case to answer. This is a proposal that the colleges should play their part in

a vast extension of in-service and induction facilities for teacher education, particularly in the areas of a result of government activity in the education and training of the future.

This development is long overdue but, as the case with the small number of institutions already involved in this work, such colleges need primarily to be in an urban environment close to the industrial and commercial life from which they draw many staff and students.

The same consideration applies to the third priority of the extension of adult education. Although there is clearly scope for additional adult residential facilities—some of the colleges, Westworth, is already destined for this role—the major requirement is clearly for provision within the community rather than in the rural remote location of some of the colleges.

To these eminently sound and realistic recommendations of the pressure groups I believe no further proposal could be added. Surely it is true that in the context of these surplus educational resources we looked at in the case for boarding school provision for those in need.

In the five years in which we have had Labour ministers of education since 1964 progress towards increasing boarding education in this country from high pre-1964 levels to the preserve of the privileged to a service to those with special needs has been negligible. Local authorities are, of course, under the 1976 Education Act prevented from creating of a small number of the most able children by affecting their scholarships in public schools.

While full integration of the public schools into the educational system seems a far way off, it is surely inexcusable that the need identified by the Public Schools Commission in 1969 for boarding education amongst a range of deserving social categories has received so little attention.

With local authorities so lagging in this respect, and with central government concentrating its attention almost solely on subsidizing the use of the existing public schools, the time has surely come for a stimulus from the centre to tackle this problem afresh.

Some of the redundant colleges of education could be adapted to this use at minimal cost. Their substantial residential accommodation, extensive sports facilities and even their geographical remoteness are easily converted for boarding education.

The figures provided for the Public Schools Commission by Raymont Lambert amply demonstrated the extent of the need. To meet the needs of children on a both of the needs of the children of children from broken homes or where relationships within the family were exceedingly poor and of children whose housing conditions and social situation were so bad as to jeopardize seriously their chances of coping with the demands of their local school, it was realistically suggested that the size of the boarding education sector had to be at least doubled.

Included in these figures were increased numbers of children whose parents worked abroad or whose mobility within the United Kingdom was as great as to be disruptive to their children's education. Thus the capacity for creating schools with a wide social mix to the advantage of all concerned is clearly present.

In fact one of the colleges is already scheduled for a rather special contribution in this area. With the location of the Torus energy research project at Oxford now decided, it is proposed to establish Culham College as a European school. It would be ironic if a Labour government succeeded only in creating an elite example of boarding education out of the demise of the colleges of education.

The initial departmental response to this proposition might well be negative. It will be argued that such priorities are the responsibility of the local authorities. Nevertheless, the DES might offer additional support to meet this long neglected area of need and in order to take advantage of this unique opportunity.

If the local authorities who own the colleges are those with least enthusiasm for this proposal what is to stop others making their bids? The DES will doubtless object on grounds of cost.

Can education, however, afford to lose substantial capital assets because of short-term cash constraints?

The Hong Kong Polytechnic is an expanding institution which is now putting into effect a forward-looking development plan incorporating a credit unitary approach combined with a self-learning system. The basic teaching departments are organised into three Divisions—Engineering, Applied Science and Commerce & Design, with broad, interdisciplinary centres and institutes relevant to the needs of Hong Kong.

Applications are invited for the following posts which are tenable from 1 September, 1978, except where otherwise indicated:

ACCOUNTANCY
Principal Lecturers and Lecturers in Accountancy. Senior Lecturers in Financial and/or Management Accountancy. Knowledge of computers in accountancy is an advantage.

APPLIED SCIENCE
Principal Lecturers/Senior Lecturers/Lecturers in Applied Science. To teach Materials Technology, Packaging Science, Instrumentation or Optics. Senior Lecturers/Lecturers in Applied Biology. Mainly in teach Human Biology.

BUSINESS AND MANAGEMENT STUDIES
Principal Lecturers in Law to coordinate teaching of law within the Department and service courses for other Divisions: to teach law in at least two of the following areas: Law related to Land Administration, Local Government Law, Contract Law and Arbitration, Industrial Law, Company Law and Law of Property.
Principal Lecturers in Marketing to teach International Marketing and one other specialist area.
Principal Lecturers in Management Studies to teach one or more of the following: Organization Theory, Behavioural Science, Personnel Administration.
Senior Lecturers/Lecturers in Economics, Banking Studies, Insurance, Marketing, Marketing Research, Supervisory Management.
Practical experience in the field, which could be applied research or consultancy, as well as teaching experience is essential for senior posts.

BUILDING AND SURVEYING
Principal Lecturers/Senior Lecturers/Lecturers in Building Technology and allied subjects or Senior Lecturers/Lecturers in Building Management/Technology.
Senior Lecturers/Lecturers in Building Services.
Senior Lecturers/Lecturers in Land Surveying.
Lecturers in Quantity Surveying.
Lecturers in Valuations/Urban/Land Economics.
Corporate membership of the RICS, IOB, IQS and the CIBS are regarded as degree equivalent qualifications in the appropriate disciplines.

CIVIL AND STRUCTURAL ENGINEERING
Principal Lecturers/Senior Lecturers/Lecturers in civil engineering subjects (some posts tenable immediately).

COMPUTING SCIENCE
Principal Lecturers/Senior Lecturers in Computing Science.
Preference will be given to applicants with interest in one or more of the following areas: Accountancy, Business Studies, Engineering, Mathematics, Nautical Studies, Design, etc. and to applicants with interest and experience in the training of commercial computer personnel.

DESIGN
Senior Lecturers/Lecturers in Advertising Design, Product Design, Packaging Design, Drawing and Illustration, General Design Practice and Photography.

ELECTRICAL ENGINEERING
Senior Lecturers/Lecturers in Electrical Generation/Transmission/Distribution, Magnetic Field Theory and High Voltage Technology (some posts tenable immediately).

ELECTRONIC ENGINEERING
Principal Lecturers/Senior Lecturers/Lecturers in Integrated Circuit Applications and Fabrication, System and Control Engineering, Electronic Instrumentation, Measurement and Calibration, Digital Computer Architecture.

INDUSTRIAL CENTRE
Posts equivalent to Principal Lecturer/Senior Lecturer/Lecturer level to provide industrial training in Design/Drawing Office, Basic Machine Shops, Tool and Die Making, Electrical and Electronic Practice, Maintenance Section, Foundry and Forge, Projects Unit and Production Unit.
Industrial experience is essential and training experience for Higher Technician/Technologists would be an advantage.

LANGUAGES
Senior Lecturers/Lecturers to teach English as a second language to technical and commercial students.
Experience and a specialist qualification in teaching English as a second language are required. Experience and qualifications in the teaching of French or German would be useful.

MATHEMATICAL STUDIES
Principal Lecturers in Mathematics.
Lecturers in Engineering Mathematics or Business Statistics.

MECHANICAL AND MARINE ENGINEERING
Principal Lecturers/Senior Lecturers/Lecturers in Marine Engineering, Strength of Materials, Thermodynamics, Fluid Mechanics, Theory of Machines, Engineering Design, Control Engineering, Environmental Engineering.

NAUTICAL STUDIES
Senior Lecturers in Marine Electronics to teach Electronic Navigational Aids or Marine Radio Communication or Marine Electronic Automation.
Lecturers in Nautical Studies.

PRODUCTION & INDUSTRIAL ENGINEERING
Senior Lecturers/Lecturers to teach at least two of the following subjects: Manufacturing Technology, Press Tool Technology and Plastic Moulding Technology.

MEDICAL AND HEALTH CARE
Principal Lecturers/Senior Lecturers/Lecturers in Medical Laboratory Sciences.
Senior Lecturers/Lecturers in Ophthalmic Optics; Radiography; Physiotherapy; Occupational Therapy.

TEXTILES AND CLOTHING
Principal Lecturers/Senior Lecturers in Fashion and Textile Design.
Applicants must have experience in both fashion and textile design.
Principal Lecturers/Senior Lecturers/Lecturers in Clothing Technology.
Senior Lecturers/Lecturers in Fashion Design; Clothing Production; Colour Physics; Dyeing.

SOCIAL WORK
Principal Lecturers/Senior Lecturers/Lecturers in the following specialisms: Family and Child Care; Group and Community Work; Social Work Practice; Rehabilitation and Field Teaching.
All Principal Lecturers level experience in curriculum development and evaluation preferred.
Senior Lecturers/Lecturers in Psychology, preferably Clinical Psychology.
Lecturers/Assistant Lecturers in Sociology.
Candidates should be able to teach and supervise research and be familiar with computer applications in social research.
It will be an important asset for all posts in the School of Social Work if candidates are familiar with the Hong Kong scene in their specialisms preferably through actual field experience. Fluency in Chinese and spoken Cantonese will be an advantage for all posts and is essential for some.

EDUCATION TECHNOLOGY
The Polytechnic wishes to appoint Associated Staff Members who, although appointed to a specific academic department, would spend half of their time working in the Education Technology Unit. Applicants who wish to be considered for these positions should mark their application for "Education Technology" and give relevant detailed support to both their academic background and education technology experience.

GENERAL QUALIFICATIONS
The Polytechnic places emphasis on the utilization of Education Technology in its credit unit course structure. Experience in this field will be an advantage to those applying for any teaching position. Applicants who can demonstrate an interest in applied research and development will also be given preference.

Principal Lecturer
(a) a degree or professional qualification and
(b) an advanced specialist qualification or extensive experience in a specialized field and industrial/commercial experience and
(c) substantial teaching and industrial/commercial experience and
(d) proven administrative ability.
Senior Lecturer
(a) a degree or professional qualification, plus preferably an advanced specialist qualification and
(b) at least five years' professional and industrial/commercial experience and/or industrial/commercial experience about three additional years and
(c) substantial teaching and industrial/commercial experience and
(d) proven administrative ability.
Lecturer
(a) a degree or professional qualification or at least a Higher Technician qualification in the appropriate field of study and
(b) at least five years' professional or industrial/commercial experience or a suitable combination of professional and teaching experience.
Assistant Lecturer (mainly a training grade)
(a) a degree or equivalent professional qualification or
(b) a Higher Technician qualification in the appropriate field and one year relevant experience.

SALARY SCALES
Principal Lecturer HK\$1,740 x 5 to \$113,340 p.a.
Senior Lecturer HK\$74,480 x 8 to \$100,380 p.a.
Lecturer HK\$40,820 x 11 to \$73,920 p.a.
Assistant Lecturer HK\$26,880 x 8 to \$40,880 p.a.
or HK\$8,675 x 11, starting equivalent to £10,581 to £13,073; £25,588 to £11,578; £4,720 to £6,533; and £3,448 to £4,882 respectively.
Entry point depends on qualifications and experience.

CONDITIONS OF SERVICE
Appointment will be on two-year gratuity-bearing contract terms initially. Thereafter suitable appointments may be offered further contract or superannuable terms of service at the discretion of the Polytechnic. Benefits include passages, long leave, subsidized accommodation, medical and dental treatment, educational allowances and a terminal gratuity equal to 25% of basic salary received over entire contract period.
Further information and application form which should be returned by February 11, 1978, obtainable from the Recruitment Unit, TEIOC (Technical Education and Training Organization for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS.
When applying please state clearly the post and the level in which you are interested and quote HKP/THES.

Tetoc

**PRAHRAN COLLEGE OF
ADVANCED EDUCATION**
Melbourne, Australia
Prahran College of Advanced Education is a publicly supported tertiary institution offering to 4,500 students a broad range of certificates, diplomas, degree and postgraduate courses in Fine Art and Design, Business and General Studies. It is located in a convenient area of Melbourne, a city of three million people. The College has extensive facilities for painting, drawing and multi-media studies and is offering adult education. The College is presently seeking to fill the following positions:

DEAN, SCHOOL OF GENERAL STUDIES
Duties: Overall responsibility for the School of the College for the further development of a new School presently consisting of 25 staff and 215 students enrolled in a multi-disciplinary Division of Arts in the Social Sciences, Literature, Professional and Creative Writing, Jewish Studies, Languages (Modern Greek, Chinese, Indonesian), and Education. A BA degree and graduate diploma in child care administration and adult education are under development. Qualifications: A higher degree, membership of a relevant professional association, and extensive academic, professional or business experience at a senior level.

HEAD OF DEPARTMENT, ADMINISTRATIVE STUDIES
Duties: Responsible to the Dean of Business for the administration of the Department, which teaches personnel and industrial relations and service administrative courses for other programmes. Qualifications: A higher degree, membership of a relevant professional association, and extensive academic, professional or business experience at a senior level.

PRINCIPAL LECTURER, ART AND DESIGN
Duties: To coordinate the development of and be responsible to the Dean of Art and Design for a multi-disciplinary degree programme in art and design (drawing, painting, sculpture, ceramics, photography, 10 and graphics) and to teach Art History. Qualifications: BA or MFA, five years full-time tertiary teaching experience, demonstrated record as practising artist. Experience in curriculum development desirable.

LECTURER/SENIOR LECTURER, MUSEUM STUDIES
Duties: To coordinate the development of and be responsible to the Dean of Art and Design for a new postgraduate diploma course for museum and gallery personnel. Qualifications: MA or MFA preferred, significant full-time tertiary teaching and gallery/museum experience.
Salary: Dean \$17,714; Head of Department \$14,837-\$18,443; Senior Lecturer \$12,157-\$14,163; Lecturer \$7,760-\$11,101.
Applications for all positions close on 14 February, 1978. Inquiries and applications, including the names and addresses of three referees, should be addressed to the Registrar, Prahran College of Advanced Education, 142 High Street, Prahran, Victoria 3181, Australia. Overseas applicants should send a photocopy of their application to the Association of Commonwealth Universities (ACU), 15 Bedford Square, London W1P 0PP, from whom further information may also be obtained.

**SOUTH AUSTRALIAN
INSTITUTE OF TECHNOLOGY**
**HEAD OF
ELECTRONIC ENGINEERING**

Applications are invited for appointment to the position of Head of Electronic Engineering. The position will become vacant in February 1978 upon the retirement of the present holder, Dr. W. G. Cox. The School of Electronic Engineering, which occupies a new building at the Institute's Level 3 Campus in May 1977, is responsible for the provision of electronic and electrical engineering education and the provision of service subjects in other courses. It is planned to introduce a Masters degree programme by Research in 1978.

DUTIES:
The successful applicant will have specific responsibilities for providing academic leadership in the development and for the promotion of individual and institutional development.
The School of Electronic and Electrical Engineering presently comprises six separate schools. Consideration is being given to their consolidation into a single academic Head of Electronic Engineering would be appointed as administrator (or chairman) of the candidate school.

QUALIFICATIONS:
Applicants should possess appropriate academic qualifications and have had considerable professional experience as an electronic engineer.
The successful applicant will be eligible to apply for the confinement of the title Professor or Associate Professor which will be judged upon separately for academic leadership including teaching, course development and applied research.

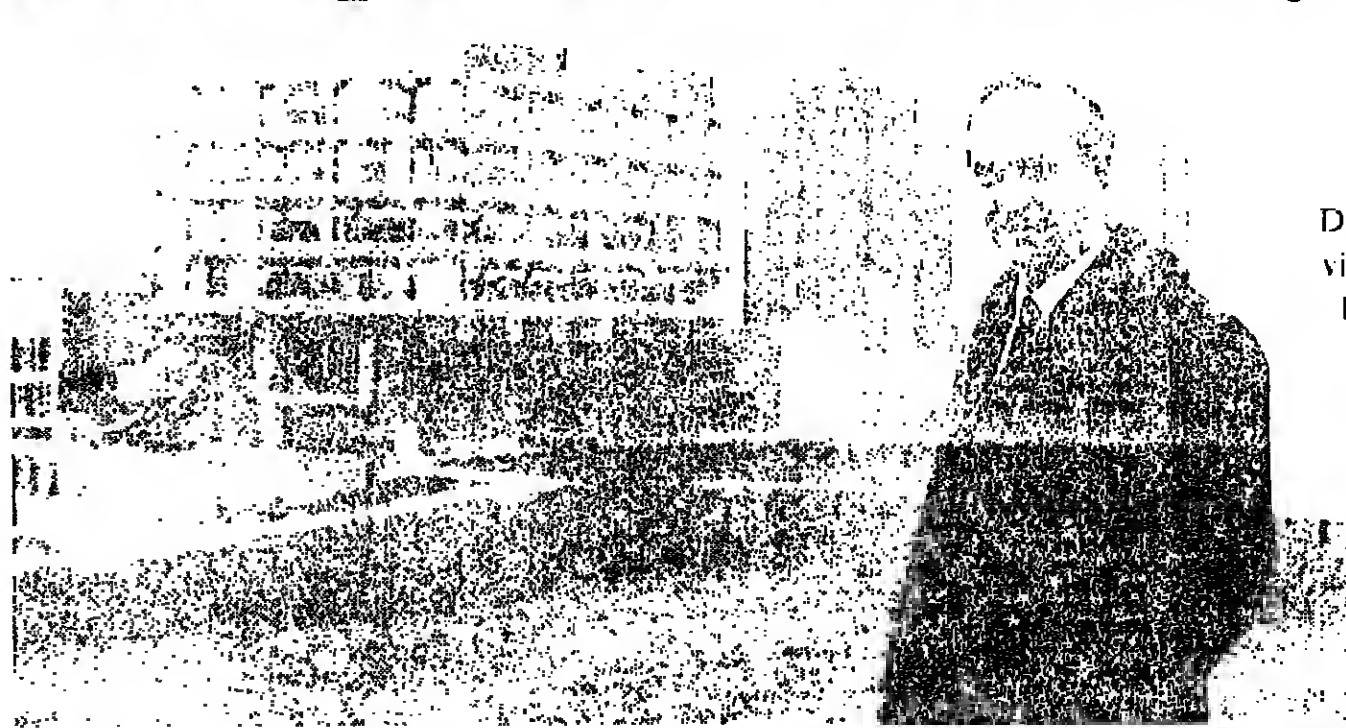
ANNUAL SALARY (Australian)

Level	3	4	5	6
Level 3	\$25,975	Level 4	\$28,720	
Level 4	\$28,989	Level 5	\$32,788	

Application forms, conditions of service, and further information may be obtained from the Chief Personnel Officer, South Australia Institute of Technology, North Terrace, Adelaide, South Australia 5000, to whom applications including the names and addresses of three referees should be forwarded by the 28th February, 1978.

**FURTHER
VACANCIES
APPEAR ON
PAGES
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From optimism to uncertainty



The man and his university—Dr Sloman on the Essex campus.

Like the other universities of the 1960s Essex was born in a wave of optimism. It fostered hopes and ideals, nurturing plans and excitement. In 1963, before it opened, Dr Albert Sloman, the vice-chancellor, to be said: "Never has the need for change been so great, and never has there been such opportunity for change. The University of Essex, along with the other new universities, enjoys exceptionally favourable conditions of development."

It was assured, he said, of money, students, staff and the freedom and scope to "do something fresh and bold and distinctive". His views, delivered as the Roll Lectures that year on "a university in the making", concentrated on the nuts and bolts of a new university; the how rather than the why.

The reason for talking so little about function and so much on the methods for discharging that function was simply that the fundamental aims of a university are not in dispute, nor, I believe, is the response of British universities today in the face of the social and economic needs of the country.

Now, 15 years later, the biggest change according to Dr Sloman is that this consensus has gone. "Before, there was a sense of direction in British universities; a motivation which you can't get now. In the early 1960s, there were assumptions we never questioned. Now we are questioning them and, for no at least, moving from a period of confidence to one of uncertainty."

The assumptions of the 1960s have been challenged on four fronts, he says. First, the Robbins' principle, enshrined in his 1963 report, that higher education should be available to all suitably qualified and desirous of it, and with it the whole question of educational opportunity. He sees the reason for this change as a fundamental shift in government policy. Instead of assessing how many want higher education and saying this is what it would cost, we have the Government now saying we've spent so much, now let's add 5 or 10 per cent to that. If this is true, it is a total reversal of policy.

As in the 1960s, there was still the problem of untapped resources, and the small proportion of students from lower income groups, but no one was talking about it. What was formerly gospel, that if people had ability and provided for them, was now questioned.

The numbers question is pertinent to places like Essex, founded in an era of growth, planned eventually for 10,000 students and reaching 3,000 in the first 10 years. Dr Sloman launched his lectures on this very issue of size "as though big was more important", he said. Then added: "I believe it is vitally important."

It was because of the huge expansion in student numbers expected at the time and also because English universities had traditionally been small. Essex's size meant a departure from this tradition, in which we happen in civil universities,

which have the specific role of the pursuit of excellence.

Fifteen years ago, no one questioned this role. Even Essex's innovations, Dr Sloman stated, were departures from form and method, not from principle. "Far from repudiating the accepted idea of a university, we are determined to preserve and perpetuate it." This accepted idea, he said later, was that conceived in the Middle Ages, of a self-governing community, concerned with advancing, preserving and disseminating knowledge.

But now, he says, there are numerous speeches made implying the irrelevance of universities' teaching and research. "Three years ago, the vice-chancellor of Cambridge felt obliged to produce a document on the usefulness of research in Cambridge. Twenty years ago, an one would have thought such a document necessary."

The third assumption was that there would be money. It was accepted, Dr Sloman says, that when the University Grants Committee identified the needs of the universities, it would be met. "Now we do not have confident statements from the Prime Minister saying that principle is honoured and that the resources are there."

The Public Accounts Committee's assumption that universities' financials have not fallen below the 1971-72 levels was seen by many as more than just luck of sympathy, he says. There was also the loss of the language departments in civil universities,

In our occasional series on men who shaped the 1960s
Frances Gibb talks to
Dr Albert Sloman
vice-chancellor of
Essex University

have the monumental system of its ancient was still a reality.

The argument that there was an economic crisis could equally well be deployed in the universities' favour. "One could say that in such times, the need for trained people is greater than before and that at least one is giving young people three more years before unemployment."

Lack of money has meant, inevitably, less freedom. The fourth change since the early 60s, British universities, Dr Sloman believes, still enjoy a remarkable degree of freedom about which students take, their curriculum, teaching, research and research, and above all, in how to deploy their grants.

"But we had another freedom, which has now gone: the freedom to say what kind of institutions they were going to be; what size and what subjects they would offer." These decisions now rested with the UGC. The odds, however, that with the increased number of institutions such freedom would be impossible and it was necessary for the UGC to have an overall view of provision.

Despite all these changes, Dr Sloman has few regrets about the way things were done. One popular criticism of universities today is that their courses are irrelevant to society's needs, a criticism Essex might be particularly open to with its large sociology department. But Dr Sloman argues first, that universities are not the ivory towers the public imagines; they do have links with the local communities and with industry.

And anyway, it was impossible to predict society's needs. A university education should be a general training in the end of which students should be flexible and adaptable, he says. He believes also in free market forces: students must be sensitive to the job market, and would choose their subjects accordingly.

One disappointment he will admit to is language study. As a Hispanist, he had hoped Essex would develop a strong language centre but all the early predictions about Russian and other languages being home subjects turned out to be wrong.

In general, though, his beliefs of the 1960s still hold. It is not these that have changed so much as the political climate and public opinion. Even with regard to student activists, he says, it is not so much a threat that a new view as the methods employed. In the early 1960s it was not thought legitimate to use direct action to put views across.

He maintains also that the possibilities of the 1960s still remain, but they depend on money and students being available. On this he sticks optimistically, however. "The lack of funds is not, in my view, permanent or irreversible, but it has got to be ironed out. There is a tremendous responsibility to get across to the public that we do believe in higher education, and that there is a distinct role for universities which should have adequate financing."

Judith Judd on the Schools Council's latest view of a new examination system

Now, can N + F be equal to A?

The year 1978 should bring new life to the debate about changes in Britain's schools examination structure. Controversy about the Schools Council's proposals to replace the present A levels by a five-subject two tier examination called N (Normal) and F (Further) levels has smouldered quietly through 1977.

Now the council is gathering the necessary investment together. This summer should see the publication of an overall report looking at the feasibility studies which have been completed. The first stir has been fired with the publication this week of a report which looks at the cost of implementing the proposals in schools and further education colleges.

The report "Examinations at 18-plus: Resource Implications of an N and F Curriculum and Examination Structure" will offer little comfort to anyone thinking that the new examinations might prove too expensive to operate. Whether the educational merits of the proposals

they do not require big increases in manpower.

The survey was carried out in two stages. In the first, 189 schools and colleges were asked about the nature of provision and the variety of opportunities in the first 10 years of the present system. In the second, 19 schools of various size and type and five colleges of further education were asked to simulate the setting up of a curriculum based on N and F levels.

The report makes clear that under the proposal system the average number of examined subjects increases in all schools. "A high proportion of those now studying two or three A levels (or more) would study five subjects or N or F level." Many of those not studying A levels now would also not take N or F levels, but some would. The fact that some students who stay on for one year at present leave A-levels are unsuitable, recruitment might be higher."

Even better, the new recruitment to works is higher among girls than among boys, and all three science subjects recruited better, with biology overtaking physics and chemistry.

Languages, too, benefit under the proposed new system, with French maintaining its lead but with the second modern language, usually German, though sometimes Spanish, securing considerably more students. Sociology and politics, though not offered in all schools, grow more than the average.

The report suggests there is a demand in a five-subject curriculum for some study in social science "which might require the consideration of some sort of integrated or multidisciplinary syllabus". The growth in religious education means that some schools can now make provision which was not possible before.

The report raises a number of questions in this area. How many subjects should be offered by

schools at N and F level? What subjects other than the most popular should be offered to provide a balanced curriculum? Is there a need for integrated science or social science or a multidisciplinary creative subject?

Can the schools cope with the increasing numbers and the wide variety of subject combinations? The report concludes: "The Joint Examinations Sub-committee is satisfied that in all cases the schools could devise an educationally satisfactory six-form organisation within existing teaching resources."

The report has detailed evidence to back up its case. It says that one of the main differences between the teaching resources needed for N and F levels and A levels is the length of time students are taught. This means that the increase in numbers of students in a subject brought about by the introduction of N and F levels would not always result in a need for more teachers.

The simulation exercise required schools to reconsider examination courses rather than those leading to A levels. Some drew up plans which would have needed more teaching resources and other schemes which needed no more. In five schools there would have been a big increase in the number of teachers, in two others a smaller increase. In seven there would have been a saving of periods and in the other five no change.

A similar pattern emerged for the resources needed for work which was not to be examined.

"It is probably true to say that

A retired academic shapes the future of English football From Oxford to Wembley

Sir Harold Thompson must be one of the most controversial retired stars in Britain. After a distinguished career as professor of chemistry at Oxford University, he has been chairman of the British Football Association for the past two years.

In that capacity he has pledged to put British soccer—in the widest possible sense—back on what he considers to be the right path, and is therefore the subject of a wide range of criticism (and sometimes abuse) from the millions of people who are quite sure they could do it much better.

The morning that I interviewed him, for example, he had just received a letter from a man in prison attacking the recent appointment of Ron Greenwood as England manager. "You just have to take all the criticism," he says, adding "I do try to answer nearly all the people who write."

The criticisms are wide ranging. "I have been attacked for calling Greenwood a 'jolly decent fellow'," he recalls. "I'm called an academic genius, which is a lie; a lefty intellectual, which is a lie, and an angry professor. Well, I suppose I am angry sometimes, though I don't know whether being called a professor is an insult or not."

He says that football is all about having fun, and this is a word which occurs frequently in his conversation. He uses it to describe his academic work. "I got an enormous amount of fun out of science, from finding out new knowledge, new information, testing new theories. I enjoyed it very much, and particularly the personal relations that have come from it."

It is fairly obvious when he opens his mouth that he was born a Yorkshireman. "I have the brogue," he says, "and I hope that I have a certain toughness, what I regard as the good Yorkshire qualities. I may be frank, but I hope I'm straight and I hope I'm fair."

But, thinking back to his childhood as son of a colliery general manager near Sheffield, he says: "Even Yorkshire has changed. When I was a child it used to be much more fun. We used to play cricket and football on the slag heaps with the locals. There was something wonderful then, a real community."

After his childhood, he went to King Edward VII school at Sheffield, then on to Oxford, where he became a student of the late Sir Cyril Hinshelwood, whom he considers to be one of his greatest influences.

After his degree he spent a year at Berlin University, where he lodged at the home of Max Planck and was intoxicated by the brilliance of the place. He returned to St John's College as fellow, later



Sir Harold Thompson

becoming reader, professor and now emeritus professor. He still tries to keep up with his scientific work, though he says he is rapidly becoming out of date, and is writing a book on international scientific relations.

The long list of honours he has acquired testifies to his success. Honorary doctorates from Cambridge, Newcastle and Strathclyde. For 16 years foreign secretary of the Royal Society. Member of many bodies, from the Great Britain-China Committee to the International Union of Pure and Applied Chemistry, of which he is a past president. Knight Bachelor, Commander of the British Empire, Chevalier of the Legion of Honour, holder of the grand service cross of the Federal Republic of Germany and the order of the Aztec Eagle from Mexico. Honorary member of the scientific academies of Spain and Ecuador, and about to become an honorary member of the Chemical Society of Japan.

But during all these achievements he has maintained his interest in football. "I think as a game it demands a contribution of mental and physical effort and skill more than any other game," he says.

He played for Oxford University in 1928 and 1929 (he was a centre half) and for other amateur clubs, including Oxford City. He was elected to the FA council in 1941. In 1946, when he became a fellow of the Royal Society, his wife suggested that he should start to take a football club — Pegasus F.C. —

which twice won the Amateur Cup in the 1930s.

"The very interesting thing — though I don't know the meaning of it — is that when I look back at my scientific papers, this was the time when—even though I was devoting so much time to Pegasus—I produced my best scientific work. Looking back the volume suggests me."

He retired from his Oxford chair several years ago, and shortly after moved up from being vice-chairman to chairman of the Football Association. "When I became chairman I made it pretty clear that I thought we were having the fun and enjoyment from the game. We are now trying to get that back."

"I wasn't very keen on the job at first. I really felt some changes ought to be made in the way we ran things. . . I think we're beginning to make some of these changes, though it's a pretty hard job and you can't do this kind of thing overnight." He also foresees an improvement in the performance of English football teams. "We've been playing this defensive stuff for too long. We won the World Cup by inventing a new defensive system. . . But it's got to change and this is beginning to get through."

"What kind of changes? If I used the word moral I think it would be misinterpreted. But we need a new spirit in our affairs. This needs plenty of hard work; we will have to be hard and make some experiments."

"There is among some people a quite considerable lust for money—and money is the root of all evil. There's a lack of discipline. Footballism is a national disease. And there's the danger of too much commercialism. Players are sometimes silly boys and give themselves a hard time by their misconduct."

He refers to his appointment at Ron Greenwood, and says that already some of the players have remarked that his approach is to tell them to go out and enjoy themselves. "Some of the best teams in the world are those who just go out and play. But that's what the game is all about. But you must remember that if a thing is to be fun it also calls for a lot of hard work."

"Old fashioned I may be—but I am getting older after all—but I do have principles. I believe in working hard and in being honest."

When Mrs Thatcher, a former student of mine, became leader of the opposition I wrote in congratulatory letter. I said that the thing I tried to teach was the First Law of Thermodynamics. Translated loosely it means you can't get something for nothing."

Tim Albert



The two worlds of Sir Harold Thompson: above, Oxford and Cambridge play their annual football match at a half-empty Wembley and, below, England are on the attack against Switzerland during one of many frustrating internationals in recent years.



Stage set for battles about the place of social work training

Bitter disputes tore North East London Polytechnic last year when it admitted a social work student alleged to have failed the polytechnic's normal selection procedures. In the course of the wrangle there were two applications to law, threats to close down the social work course and sporadic boycotts of lectures by both staff and students.

The strength of feeling aroused by the case, which is now being considered by a High Court judge, astonished many academics both inside the polytechnic and elsewhere. But as long ago as 1976 Miss Olive Stevenson, a social work professor, predicted that the stage had been set in higher education for "wily academic intrigues" about the place of social work training in polytechnics and universities.

With over 4,000 students entering higher education every year for social work training, the subject is a large and important part of the academic scene. But it is also a turbulent one, characterized by continual strife over and conflict, and confusion about its intellectual identity.

One reason for the turbulence is that there are too many fingers groping uncertainly in the social work pie. The Department of Health and Social Security has overall responsibility for social workers, but they are trained almost exclusively in polytechnics and colleges. Local authorities are the main employers of social

workers, but also "control" the polytechnics in which they are taught. The ring is held by the Central Council for Education and Training in Social Work, a body supported by the DfES, but officially autonomous.

The NELS case is the most exotic example of how this diffusion of control can provoke conflict and misunderstanding. But there are less dramatic administrative conflicts which, in the long run, might have a more far-reaching impact on social work departments. One of these is the dispute between the CCETSW and many polytechnics about how many staff should be assigned to social work students. Both the council and the majority of social work tutors are adamant that the subject must be treated as a special case when polytechnics are working out their staff-student ratios.

While polytechnics strive hard to stretch their staffing ratios the CCETSW insists that social work departments, which have to supervise many students in field placements, and rely on small-group and tutorial methods, need to be generously staffed. The council's position is that there should be a specifically social work tutor for every ten social work students, but when polytechnics calculate their staffing ratios they add in all the non-social work teachers who make a contribution to social work courses.

The different ways of counting tend to serious differences of opinion

between polytechnics and the council. At Middlesex Polytechnic, for example, the CCETSW has expressed serious concern about the understaffing of the polytechnic work courses, while the polytechnic directorate maintains that the staff-student ratio, calculated its way, is as generous as 1:1.

For a disagreement about the resourcing of social work courses confined to polytechnics, until last year University Grants Committee money for social work education was earmarked, but social work departments in universities now have the difficult task of making out a special case for their disciplines in competition with many others.

In universities, moreover, there are serious differences of opinion about the CCETSW about the wider academic status of social work training. One of the council's main jobs is to "recognize" courses of qualification in social work. This involves a role for the council in the National Academic Awards, but in the polytechnic sector, according to Mr Reg Wright, its assistant director, there is little argument between the two councils.

But universities, he says, tend to be less used to professional bodies interfering in the running of their courses. A full third of the university courses reviewed by the council have been recognized for less than five years because some features were not satisfactory.

"Universities simply are not accustomed to a body like the CCETSW having a view about their courses," Mr Wright claims.

The tensions between the council and the universities and, to a lesser degree, the polytechnics, stem from the uncertain academic identity of social work training. Although clearly providing professional and vocational preparation, CQSW courses are often run by academic departments as part of wider degree courses. The status of "social work skills" as a body of academic knowledge distinct from social science disciplines is a matter of fierce controversy.

The issue has come to a head with the publication by the CCETSW of a consultative paper designed to tease out a common statement of aims for CQSW courses. Miss Priscilla Young, the council's director, points out in the report that while local authorities have fairly specific job-related expectations from social work courses, "social workers themselves seem to hold a variety of expectations of whether in universities, colleges, or in practice, have their own, somewhat idiosyncratic, objectives."

With an earlier document published by the British Association of Social Workers, the CCETSW establishes a core curriculum for social work courses, and as such has been dismissed by some academics as a "black paper for social work education."

It certainly pulls no punches, arguing forthrightly, for example, that action to change public policy is political action and therefore outside the daily responsibility of social workers.

The CCETSW has asked for responses to its consultative document by the spring, and hopes to be able to publish a policy statement within the next two years. But the black paper has already been given a public drubbing in the columns of the influential social workers' magazine, *Community Care*.

In an open letter to the council, a Birmingham University lecturer, Mr Roger Evans, describes the CCETSW model as "individualistic, rooted in psychological reductionism and a conservative social philosophy."

It is already clear that by breaching the relationship between sociology and social work, and attempting to define the aims of social work courses, the CCETSW has opened up an academic Pandora's box of significant proportions. For years social work has been uneasily sandwiched between the welfare state on the one side and the supposedly objective social science disciplines on the other. Added to the existing problems about organization and resourcing, the CCETSW initiative could mean that the social work dispute at North East London Polytechnic will be the forerunner of many more.

Peter David



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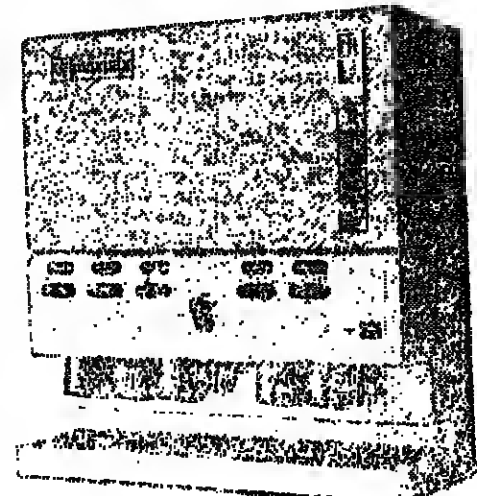
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BOOKS

Messianic message

Exploring the frontiers of science and ideology

Proletarian Science? The Case of Lysenko
by Dominique Lecourt
New Left Books, £5.75
ISBN 0 902308 69 6

Dominique Lecourt's fascinating and important book starts from the premise that the history of Lysenkoism has been widely misunderstood, both inside and outside the Soviet Union. Far from being a freak occurrence explainable by Lysenko's personality and his alliance with Stalin, Lecourt shows that the anti-Mendelian movement was deeply rooted in the political philosophy and agricultural practice of the Soviet Union. Most important is his desire to understand and analyse an Marxist, an important episode in the history of Marxism. He thus differs from most previous writers on Lysenko, who have tended to be anything from bitterly antipathetic to the Soviet Union to violently anti-communist.

For both Lecourt and Althusser, who contributes an eloquent introduction to the book, their enterprise is a political one, but those who do not share their beliefs have much to learn from a careful reading of *Proletarian Science?* The text is clear, informative and accessible so that readers who found Lecourt's previous book, *Marxism and Epistemology* (1974) too opaque should not be deterred from coming to grips with this one.

Proletarian Science? attacks two problem areas of extreme conceptual complexity. First, it discusses general features of science and its social role, as well as specific aspects of post-Darwinian biology, and second, it sheds light on the thought of Lenin and Stalin and its effects on their political practice. Following the Lysenkoist's own testimony, Lecourt places them in the Darwinian tradition rather than the Lamarckian one they are commonly associated with. But Lecourt also points out that they rejected tenets basic to Darwin's concept of evolutionary

change by denying intra-specific struggle, such as Darwin's Malthusianism, and in reinstating teleology or "finalism" in biology. Lysenko, using Engels as support, denounced the Malthusianism in Darwin. Lecourt argues that Lysenko had misunderstood Darwin in this respect. Both in their different ways separate Darwin from his sources and context, a project which ignores recent historical scholarship on the relationship between evolutionary theory and ideology. For example, it is now established that Darwin's notion of struggle was heavily indebted to Malthus's work on population.

The historical deficiencies of Lecourt's argument must be put in context. It is a philosopher, and the strength of his work undoubtedly lies in his analysis of dialectical materialism and its relationship, particularly in Stalin, with political policy. Given his philosophical approach, it is not surprising to find that his book is devoted to interpreting existing, frequently secondary, sources.

Of course, many of the relevant documents are unavailable for study, but Lecourt has no pretensions of doing a piece of original historical research.

The text of *Proletarian Science?* falls into three distinct parts: the account of Lysenkoism, and on an appendix on Bogdanov and the theory of two sciences, proletarian and bourgeois. Lecourt's intention is to show how, after it was established as a set of successful hypotheses, Lysenkoism was reformulated as a political philosophy. To understand this move, some account of the theory of two sciences is essential, a theory for which Lecourt has undisputed competence. Indeed, this is the least satisfactory aspect of his book for he fails to explain why specifically classical genetics was denounced as bourgeois while other sciences apparently were not. Lecourt goes into some detail to show why and how Lysenkoism was established. He sees this in terms of "the person question", the need for a

new agricultural science to increase production and to match the rapid reorganization into collective farms. Lecourt has therefore provided a valuable working model of the relationship between practice and theory in science.

Overall I would have wished for a more complete and detailed analysis. English readers, for example, will want to know about response to Lysenko in Britain. Lecourt material being exclusively French. The English-speaking world finds Lecourt's intellectual tradition difficult and in this case the translation does not help, being so close to the original.

Despite the fact that Lecourt believes about science and about its history are controversial and the book will find much to disagree with, this is a stimulating work. It deserves a wide audience while at the same time it should be read critically and not taken as a definitive statement of the relationship between science and ideology.

L. J. Jordanova

PARRY match

Artificial Intelligence and Natural Man
by Margaret Boden
Harvester Press, £13.50 and £4.95
ISBN 0 8527 435 and 700 9

There is only one university department of artificial intelligence (AI) in the United Kingdom; it is at Edinburgh, and its name is on one of their standard uniform plaques by the door, where passers-by give it the same wondering glances as they do those of opticians, and of the man-made future, in the next street. At parties its practitioners have to explain patiently and regularly that their concern is computing, not with people, but with machines.

AI is, however, a perfectly serious subject: the recipient of enormous research funds in the United States; and even here it is at least represented in a virtually every department of computer science. It is not even a particularly new subject—though its failures and harsh overstatements are frequently excused as though it were for the dream of initiating or creating a reasonable facsimile of our own mental powers is at least as ancient as the alchemists and Pascal's engines. But, just as physics achieved intellectual lift-off, as one might put it, with the advent of celestial measuring instruments, so has AI with the arrival of the digital computer.

But, new or not, AI has had what medieval men would call an image problem: it has had key ideas punched by psychology and more recently linguistics; it has been attacked by philosophers as immoral and/or futile; it has been dismissed by substantial elements in its mother-subject computer science but nevertheless, has not been able definitively to formulate, to itself or to the man in the street, what at bottom it is about. Easy definition is elusive. The study of intelligent processes independently of their incorporation in a human or a computer may seem to ease the problem for a moment, but not for long. Nor do mere surveys of the of cerebral measuring instruments, which he describes.

Several of the best contributions concentrate on nuclear proliferation but with the exception of David Carlson's essay on the Anglo-American nuclear relationship the theme for little progress in this field is left firmly with the nuclear weapons states. One writer actually omits by quoting approvingly Leonard Beaton's *Mind the Bomb Spread?* published in 1966—a tribute both to that book and to the obstacles that problems it discussed. The new book indeed is generally neither destructively pessimistic nor starchy-eyed—in this field an achievement in itself.

This book is probably the most serious attempt so far to remedy this defect. Dr Boden, by profession a philosopher and psychologist, but has digested and presented the details of even the most recent AI programs in such a way that many AI workers will want to read them here rather than in the standard research papers; rather as German students were said until recently to prefer to read Kant in English translation, which made him so much more lucid and readable.

But she has done far more than survey the field in a clear and lively-free way, by integrating the

book with the aid of general ideas: some derived from the AI research itself, intelligence in understanding, creativity, adding a third dimension to vision, etc.—while others are traditional categories (that are, in effect, different ways of stating the problem that AI tackles). These constitute the final section under the heading of "Psychological, Philosophical and Social Issues".

Judged, the book is written at a seamless whole that will make it hard to set chunks as required reading for courses, since its parts are all mutually interdependent; but its intellectual gain will be far greater than any loss of pedagogical convenience. The author has achieved a goal which many strive for: a position that alienates neither the layman nor the expert, but which none the less, without, with no need to apologise, is a serious work. A handful of notes at the back.

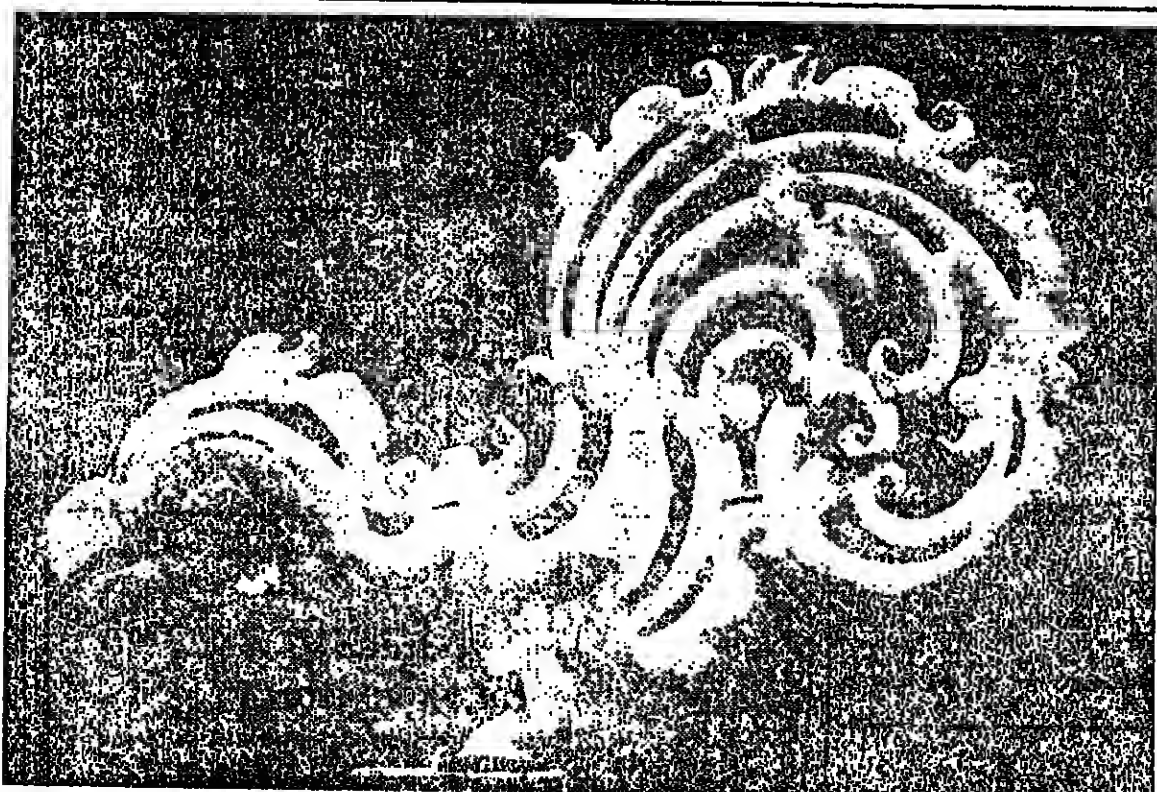
However, not even Dr Boden's styles can disguise the fact that she found some topics in the field far less congenial than others. Again, she has made definite and personal choices about the amount of space to be devoted to various celebrated programs. So, for example, she gives a very full discussion of Colly's PARRY program, which conducts written dialogues on a screen with anyone who will type to it, and is almost certainly the best "person simulation" yet designed, as measured by its ability to fool participants that they are talking to another person rather than to PARRY. In spite of this, it is not a prominent figure in AI, and it has not been seriously considered essential. Dr Boden has thus made a theoretical choice in the place she has given to PARRY, one which I consider well justified.

A feature of the book that will continue to recommend it, perhaps even when the details of particular programs have lost their interest, is Dr Boden's thorough and cogent defence of the proposition that AI is in no sense dehumanising, that it is not socially threatening, in the way that recent critics have claimed. For it is, on the contrary, a genuine triumph of a humanistic culture. As she summarises her argument (page 473): "Artificial Intelligence" does this by showing, in a scientifically acceptable manner, how it is possible for psychological behaviour to be grounded in material world and yet be properly distinguished from mere matter". AI workers, AI critics, AI students, along with the merely curious, will all profit from this excellent book.

Yorick Wilks

The third edition of *Units, Symbols and Abbreviations: A Guide for Biological and Medical Editors and Authors* by D. N. Saxon can be obtained from the Publications Department, Royal Society of Medicine, Chandos House, 2 Queen Anne Street, London W1M 0BB, price £2.00.

William Gutteridge



A four-inch high bronze bird from East Java dating from the 13th-14th century. This is one of 200 illustrations from *The Sensuous Intellectuals* by Dr P. Pal, a study of the uris of India and South-east Asia published by the MIT Press at £21.75.

The arms race optimists

Arms Control and Technological Innovation
edited by David Carlton and Corio Schaef
Croom Helm, £8.95
ISBN 0 85664 443 9

Papers presented at a summer school are even more likely than the products of an international symposium to be written in standard, inadequate in scope and lacking in cohesion. They are also liable to be out of date before they reach the reader. The biennial Italian International School on Disarmament and Research on Conflicts has learnt by experience. This volume arises from its sixth course which took place in July 1976: the majority of the 20 papers included are authoritative and of good quality and they range over many facets of a complex subject.

The secret lies inevitably in the quality of the lecturers involved by the convenor of the school (Carlo Schaef, now director of the Institute of Physics in the University of Rome), most of whom spent a full fortnight in the company of an international group of postgraduate and mature students. The central theme, which is surprisingly closely adhered to in the printed papers, was the pace of technological change in relation to the development of new weapons systems. Though the book does not quite live up to its promise in examining the capacity of political institutions (systems) to

adapt to the rapidly evolving circumstances, it does at several points tackle the inadequacy of prevailing arms control measures to do anything other than marginally modify the character of the arms race. It is certainly refreshing to find Henry Scoville, Jr, a former deputy director of the CIA, and Michael Milstein, a retired general of the Russian Army, now a chief of section in the Soviet Academy of Sciences' Institute for the Study of the United States and Canada contributing to the same volume. General Milstein's statement on concepts relating to strategic arms limitations may be studied with Mr Brezhnev's official statements but it does engender some optimism about the possibility of military détente, particularly with its footnote reminding that the comments about American policy relate only to the former Republican administration and not necessarily to that of President Carter. His warning about the dangers of widening the gap between the nuclear weapons might, however, have been tailored to respond to the subsequent new development of the so-called neutron bomb. Scoville's plan for what he terms reciprocal unilateral restraint is the more likely to prove of practical value in providing a basis for discussion of new initiatives in the run up to the special session on disarmament of the UN General Assembly to be held in May. That this should lead on to a world disarmament conference is the plea of William Epstein, for

long director of the Disarmament division of the UN secretariat.

The core of this book lies in its focus on "new technologies and new weapon systems" the subject of a keynote paper by Kosta Tzakis of the Centre for International Studies at MIT. He concentrates on computers in weapons systems as one application of the latest portentous developments in solid state physics. He shows how the invention of proton guided missiles (PGMs) has both reduced the expense of war and deepened the battlefield. This and related developments, including the cruise missile, he sees as promoting a further qualitative escalation of the arms race. So he expresses relief that there has been no breakthrough in anti-submarine warfare corresponding to the battlefield electronic counter-measures which he describes.

Several of the best contributions concentrate on nuclear proliferation but with the exception of David Carlson's essay on the Anglo-American nuclear relationship the theme for little progress in this field is left firmly with the nuclear weapons states. One writer actually omits by quoting approvingly Leonard Beaton's *Mind the Bomb Spread?* published in 1966—a tribute both to that book and to the obstacles that problems it discussed. The new book indeed is generally neither destructively pessimistic nor starchy-eyed—in this field an achievement in itself.

William Gutteridge

Slanging match... or debate?

Economics: An Anti-Text
edited by Francis Green and Peter Nore
Macmillan, £7.95 and £2.95
ISBN 0 331 21001 0 and 21002 9

Anti-Samuelson, vols 1 and 2
by Alan Linder in collaboration with Julius Sensat, for Pluto Press, £8.70 and £3.90
ISBN 0 916351 14 8, 16 4, 15 6 and 71 2

Many students and teachers of economics express dissatisfaction with the subject; this is no new occurrence, there has always been a critical fringe in the profession, but are there signs now that the critical fringe is increasing and perhaps moving from the outside into the centre of the stage? Perhaps. In these papers and throughout the rest of the book the various authors are most careful to present the bourgeois case and, in my view, do so most sensibly. It is clear that they have all had a good orthodoxy upbringing.

Part two (inter-economics) has papers by Simon Mohan on "Consumer Sovereignty", Sam Aaronson on "The Firm and Concentration", and R. H. Campbell on "Wages and Labour". As with the general tone of this volume the central message of the papers by Mohan and Aaronson is that "bourgeois" economics is "ideology masquerading as positive economics".

Part three (intra-economics) I found disappointing. Ben Fine in his chapter "The Concept and Origin of Profit" outlines the orthodox concepts of profit without any reference to Keynesian uncertainty or Schumpeterian innovations. Lawrence Harris argues (p. 17) that "the balance of payments can not be seen as a constraint on economic activity, or balance as an objective of policy", hence we have to explain governmental policies with respect to the balance represented in the (world-wide) interests of the capitalist class. The chapters on underdevelopment (R. H. Jenkins) and inflation (Andrew Glynn) are really far too short and cryptic to give much flavour of the positive side of a Marxist approach to these topics.

Part four (Economic Theory and the State) is, of course, an area where there is much controversy and disagreement within Marxist circles. Bob Sutcliffe's "Keynesianism and the Stability of Capitalist Economies"—questioning the ability of Keynesian measures to stabilise capitalist economies (as do many "orthodox" economists), Peter Nore in his chapter "Economic Theory and the State" argues that orthodox theory cannot produce a satisfactory way of understanding state interventions because "one of neo-classical theory's ideological functions is to show that the market economy is the most efficient allocator of resources", hence a theory of the interventionist state is ruled out.

All in all the *Anti-Text* is a useful addition to the alternative (Marxist) literature. It is rather uneven in level of treatment and more severe editing would have avoided the continual reiteration of simple Marxist notions.

Myth of Objectivity in Positive Economics".

Anti-Text is explicitly not a text; rather it is a series of commentaries on the basic areas covered in a standard, elementary, economics course, and it follows the order of development usually followed in such courses. This it begins with economic methods and assumptions, part one containing, besides Francis Green, papers by Sue Himmelfarb on "The Individual as Basic Unit of Analysis", and Monica Bend on "Class in Contemporary Britain". In these papers and throughout the rest of the book the various authors are most careful to present the bourgeois case and, in my view, do so most sensibly. It is clear that they have all had a good orthodoxy upbringing.

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All in all the *Anti-Text* is a useful addition to the alternative (Marxist) literature. It is rather uneven in level of treatment and more severe editing would have avoided the continual reiteration of simple Marxist notions.

Anti-Samuelson is a much more

Some bold perspectives

Smith, Marx and After: Ten Essays in the Development of Economic Thought
by Ronald L. Meek
Chapman & Hall, £8.00
ISBN 0 412 14360 7

It is a tribute to the unity and originality of Professor Meek's scholarship that all 10 essays in this collection—of which eight have been published previously—fit together well. When read consecutively, they provide perspectives which cannot be derived from each individually.

Two on Smith are distinguished by exact textual scholarship; an analysis (first published jointly with Andrew Skinner) of Smith's views on the division of labour, based on a revision of W. R. Scott's dating of Smith manuscripts; and the examination and reproduction of John Anderson's *Commonplace Book* indicates the content of Smith's lectures in the early 1790s. The *Commonplace Book* shows signs of Smith's theory of development by stages, though only in embryonic form, and so can be set beside the other essay on Smith, of greatest interest to the general reader: the well-known study of Smith, Turgot and the fully-fledged "four-stage" theory, in revising which Prof. Meek emphasizes the contribution of Montesquieu.

The three essays on Marx are even more integrated. The first examines Marx's method of trans-forming values into prices and takes account of more recent discussion of Marx's whole procedure. This guide for the "plain person" is virtually new and a model of clarity of exposition. Two others complement the central essay: one suggests that Marx, given his perspective of the exploitative nature of capitalism, could not avoid setting himself the difficult task of formulating a problem of having to derive prices from values; the other defends the view that Marx's analysis of value and price had an historical dimension, even though he may not have recognised the general "logical-historical" method.

The last three essays—on "After"—do not degenerate, as they could so easily have done, into an incoherent hatch-pitch; instead, they provide a clue to a characteristic of the whole. In the penultimate essay Meek declares an objective: "to cut through the rhetoric and the mathematics and go back to fundamentals". He does so successfully. The collection is conspicuously free of the jargonism which frequently characterises those who navigate these muddy waters. Contributions from and to many quarters are skillfully revealed and reasonably accepted.

In the previously unpublished key-setting essay on Smith and Marx which opens the book, Smith is interpreted as the fertile source of both the tradition which Ricardo and Marx established of rooting the theory of value in the conditions of production and of the tradition which starts from the conditions of exchange. In the penultimate essay marginalism, based on the general principle of economic rationality, also offers a satisfactory economics of control.

Yet the last essay of all, Meek's inaugural lecture, leaves an uneasy feeling that the concession to the techniques based on the economic rationality of the marginalists may go too far. Were his expectations of the ability to control the "economic machine" in the outcome of 1964 over-optimistic? Did they escape from that historical basis of economic theory rightly commended in Smith and Marx? For all the advantages of the new techniques they are often abstractions, and abstractions are dangerous. Perhaps such doubts reflect the nature of Meek's writings, which, like all good scholarship, answers many questions and raises more.

B. A. Corry

R. H. Campbell

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BOOKS

Monopoly fever

Concentration in Modern Industry
by L. Hannah and J. Kay
Macmillan, £10.00
ISBN 0 333 19082 3

Until relatively recently industrial economies in the United Kingdom were a somewhat neglected area of study, much academic talent having been directed in the study of macroeconomics though arguably not with commensurate effect. This book is one more sign of a growing emphasis on the importance of industrial studies.

The focus of the book is the growth of concentration in British industry, a topic popular with students of industrial economics and undoubtedly one of the more exciting areas of the subject. At the beginning of this century the 100 largest firms in British manufacturing industry controlled about 15 per cent of its net output. Today the figure approaches 50 per cent.

Where, it may be asked, will it end? This process of increasing concentration has been more or less continuous, in marked contrast to the United States where in recent years the anti-trust laws have dealt severely with mergers. This book is mainly concerned with finding out why the concentration process has occurred although the authors also deal with its effects and how it might be controlled.

In explaining the outward march of concentration some economists (notably Hart and Prais) have emphasized the importance of a statistical tendency which is referred to as the Gibrat Effect. Avoiding technicalities the effect really amounts to this: Suppose we start with a population of equal sized firms. Assume that around a given average growth prospect for that population as a whole there will be a dispersion of rates of growth

which each of the firms has at all points of time an equal chance of enjoying. Odd though it may seem the firms will not long remain equal in size—chance or luck will see to that—and indeed over time a pattern resembling that of the modern concentration of industry will emerge. The authors, concentrating particularly on the period since 1937, maintain that although the Gibrat Effect had a significant influence they reject it as a principal cause of the increase of concentration. Other factors (notably by Utton) have suggested that mergers have been a major cause. One study has suggested that roughly half the increase in concentration in United Kingdom manufacturing since 1937 and 1973 can be due to acquisitions. Hannah and Kay support this emphasis on mergers but find that the above proportion understates their role—their finding for a partly overlapping period points to the conclusion that overwhelmingly the growth of concentration was due to mergers.

The authors give some consideration to the implications of increased concentration. Traditionally this has been viewed as transforming competitive into oligopolistic or even monopolistic structures. Either way the resulting market power has been associated with increased profitability. This is well supported by empirical research although it should be noted that, certain interpretational difficulties apart, the evidence is not strong and some studies suggest that it is continuous. From a welfare point of view the effects of high concentration have mainly been seen as causing a misallocation of resources in production and a redistribution of income away from consumers into the pockets of those with market power, although the possibility that large size (high concentration) might be necessary if scale economies were to be reaped has always been a complicating factor.

The book is in my view rightly, but this kind of analysis has tended to be too narrow—they draw attention to the relatively

neglected social and political implications of high concentration. In particular they note the tendency for large organizations to be alienated among workers and to bureaucratization to move in the direction of the corporate state. However in respect of the main problem of the book—the main problem by business but the government business by government which manifests itself in ill-considered industrial interventions.

Given that mergers are the major cause of increased concentration, of United Kingdom merger policy (between 1965 and mid 1973) mergers panel examined 18 mergers involving the transfer of £18,000m of assets and of these, 10 were under £20 (£2.5 per cent) the Monopolies Commission which seven were abandoned voluntarily and six were forbidden. The authors consider whether the policy should be modified and do not principally conclude that a tightening up is called for, I was a little disappointed with this aspect of the book. Admittedly it is not the central concern but some more detailed suggestions would have been welcome. It seems to me the choice lies between the United States approach of prohibiting mergers where a substantial lessening of competition is involved or requiring those involved in mergers to demonstrate some net benefit to society rather than merely that they are not against the public interest.

This is an excellent book. Although it is not a textbook the authors have done much to enlighten it and to make this kind of analysis more relevant to the student. The main contribution of the book lies in its analysis of the effects of increased concentration in the United Kingdom and this is of considerable interest to industrial economists, policy makers and indeed all who are concerned with the evolution of our economic, social and political system.

Dennis Swan

Are you being served?

Price Theory
by W. J. L. Rynn, revised by D. W. Pearce
Macmillan, £12.00 and £4.95
ISBN 0 333 17912 9 and 17913 7
Pricing—Principles and Practices
by André Gabor
Hemel Hempstead, £9.25
ISBN 0 435 84365 6

These two books provide an interesting contrast of view and approach to price theory. W. J. L. Rynn's successful introductory textbook, revised by D. W. Pearce, is aimed primarily at undergraduates. André Gabor's book, which is addressed mainly to business and academic circles, is principally concerned with the problem of setting prices to achieve a variety of business goals under the practical business conditions from which economic theory often abstracts.

In an area where textbooks on price theory and modern treatments of microeconomic theory abound, it would be hard for a new textbook to survive into reprints and revised editions unless it was distinctive in its treatment of material or it identified an area of teaching need that had been overlooked by others. The merit of Rynn's textbook is that to a large degree it has both these features. The scope is comprehensive, the exposition is lucid and palatable, and mathematical manipulations are largely dispensed with so that the undergraduate may assimilate unfamiliar ideas without tears. Care is taken to explain the jargon of the subject, pointing out where necessary the alternative terminologies in use for identical concepts, which can often be a source of confusion to the student. The authors are not afraid to step

over the bounds between micro and macro modes of argument, for example, in the chapter on savings, in order to clarify concepts which greatly aid the understanding of price theory but lie outside the traditional bounds of microeconomics. An interesting feature is the inclusion of a chapter on the normative aspects of price theory, a step not often taken in introductory textbooks. The extension is, I think, successful for the treatment leads on naturally from the first two chapters. The textbook will fill a real teaching need both in its scope and its exposition.

From the simple observations that businesses must operate in conditions of uncertainty and limited information and that firms are productive organizations with long-term policy objectives, Gabor points out that "apart from the here-today-gone-tomorrow kind of adventure, no sensible businessman would knowingly endanger the long-run profitability of his firm in favour of some temporary gain. The future being inevitably uncertain, this means that pricing policy should strongly be influenced by the regard for precise and the desired image of the firm. Exploiting any momentary situation would mean increasing the price when demand is keen and lowering it when demand is slack. Yet it is surprising how many economists continue to believe that businessmen act as though they were mercenary adventurers."

There is much in this book that will be of interest and of use to economists as well as to the businessmen who have to take pricing decisions. The pricing problems of industrial and consumer goods are discussed, as well as the pricing of services, price discrimination, and the pricing of public utilities. Various cost-based

pricing policies are explained, with their limitations.

The author's principal theme is that pricing is not, or should not be, a passive policy of applying to corporate mark-up in some appropriate measure of unit cost, but should be customer-oriented. This requires that firms should be prepared (and would find it worth while) to do market research to estimate what price customers are willing to pay for the product. A disquieting piece of consumer research reported by the author is the apparently widespread consumer practice of judging quality by price, that is, a high price (say, relative to a standard or branded good) is interpreted by customers as an indicator of high quality.

Gabor explicitly recommends that profit conscious firms take advantage of this consumer phenomenon, whether or not the high price genuinely reflects high quality of product, and describes the market research techniques available to help find the most advantageous price.

Many of his examples indicate that firms which initially had set a relatively low price sold more, raising the price, because consumers were presumably suspicious of the product's quality or were indulging in Veblen's "conspicuous consumption". The research, however, gives firms evidence of this phenomenon gives firms a considerable market power in otherwise competitive markets. This consumer need led buyers to were there stronger efforts to encourage a countervailing power through bodies such as the Consumers' Association, which inform us of the best buys for given quality, leaving those who wish to practise conspicuous consumption free to buy goods at high prices.

K. J. Coutts

Statistics of war

The European Economy 1914-1970
by Herak H. Aldcroft
Croom Helm, £6.25 and £2.95
ISBN 0 85664 380 7 and 379 3

One cannot help admiring Professor Aldcroft's astonishing industry. No sooner has one book appeared dealing with Europe in the 20s than here we have another covering the vicissitudes of the European economy since the First World War. The present work, like its predecessor, is not the product of original research. All the same it is based on a comprehensive range of source material in English, reasonably brief and sensibly devoid of footnotes.

But is it any more than just another routine addition to the textbook market? It certainly does not sparkle with brilliant and original insight in the way that Professor Posner's little book on post-1945 Europe does. The style is anything but elegant too, sprinkled as the book is by slang and clichés such as "the going getting sticky", "Europe in a shambles", "speculative rump", "se-ums"; particularly hilarious is the assertion that 3.3 per cent of the French population was "decapitated" through military action during the First World War.

More unfortunate in an analytical work is a tendency to use words loosely. Sometimes it is just a careless objective—"sovereign" retrenchment policies or "tax" monetary policies. Elsewhere it is more serious. Aldcroft says, for example, that during the 1950s and 1960s it would have been "better" had the authorities in Britain concentrated on just one or two policy objectives. But what is "better"? One suspects Aldcroft would have had them opt for growth but the choice of objectives, the decision about what was best for the nation as a whole in the short as well as the long run, was the crux of the problem.

His revisionist aspirations are not all that happy either. In one paragraph he says that Marshall Aid was "exaggerated and in the next that its importance can easily be exaggerated. And what does this mean? "One should not totally overstate the impact that cheap money had on residential construction... though generally the (favourable) influence tends to be exaggerated." Perhaps Aldcroft's difficulty is lying upon the phrase that reaches to the heart of the matter.

It is all very well to analyse solemnly various figures of war losses—though it is alarming to be told that the death in action of 15 per cent of those mobilized, equivalent to 8 per cent of all Europe's male workers in 1914, was a "quite small" relative terms—but for the whole horror of the Second World War one has to turn to Alan Milward's simple words: "People died and were killed in huge numbers in anonymous and terrifying circumstances." The numbers then follow too but the perspective has been truly set. Aldcroft unfortunately cannot use words that way or see his period so starkly.

It is an unconvincing book. Individuals play little part and though there may be something to be said for this in the complex world of largely faceless public servants after 1945, it is hardly a way to represent the twenties and thirties. Students will undoubtedly find the book a useful tool as it goes steadily through the literature and pilots the reader through some of the more analytical problems effectively. Aldcroft has great knowledge and much understanding of twentieth-century economics. It only he would write less and with more care and with more heart, he could produce a work of real importance.

S. B. Saul

BOOKS

A price on our heads

The Valuation of Human Life
by Gavin H. Moore
Macmillan, £5.95
ISBN 0 333 21422 6

The objective of this book is to examine how human life can be valued within the framework of cost-benefit analysis. Mr Moore establishes the context that, for a public investment project in which the saving of lives is a significant expected benefit (such as in a scheme to reduce road accidents), it is important to try to place a monetary value upon the lives that may be saved rather than to consider them only as "intangibles". Without some method of valuing life it is extremely difficult to compare projects of this kind, especially in fields such as health care and road safety which mix another or with other kinds of public investment.

The author addresses himself to a wide readership, from economists and public administrators to interested non-specialists. His approach is to review the methods of valuing life that economists have put forward, both in theoretical terms and in terms of empirical case studies. His main theme reflects the widely accepted theoretical basis of cost-benefit analysis. Briefly this basis is that an expected positive aggregate economic surplus (consumers' surplus, both in theoretical terms and in terms of empirical case studies) is present value terms, is a necessary condition for a project to be potentially acceptable. Thus in theory the individual, either as consumer or as factor of production, is sovereign because the overall net social benefit is found by aggregating the benefits and costs as they are valued by individuals.

Mr Moore rightly concludes that two of the suggested methods of valuing life do not fit this framework. One of these (the human capital method), for example, an individual's expected future earnings by estimating the difference between his future "returns" (including his money income) and his future "costs" to the community. But this cannot be his own valuation because it would not purge with it if he knew he was in it. The problem is that lives must be valued without knowing whose lives may be lost. The theoretically appropriate measure, which meets this problem, is the individual's valuation of a given reduction in the risk of death.

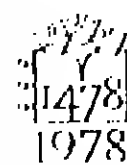
Again (though this is a common inequity) the method of finding a solution in a second-order difference equation) is a technicality which need not concern us here. But there is an attempt to explain informally how the relative values of the parameters of the equation affect their economic meanings and the propensity to generate cycles.

Examples like these could be multiplied. Taken individually, they may seem unimportant and the criticism pedantic. Together, however, they leave the reader aware of having covered a great deal of ground but of having touched it with his economic toes only spasmodically. This is a pity, for there are many points of which good accounts are made to provide concise accounts of relatively "advanced" topics—for example, in discussing portfolio diversification, Tobin's rationale of individual's diversification is presented, not just the usual appeal to differing expectations at the aggregate level. And later in the same chapter, there is a welcome—but again all too brief—attempt to describe the identification problem in the case of money supply and demand functions.

A similar perfunctory characterizes the authors' use of empirical evidence: occasional regression results are quoted in some chapters (consumption, investment, demand for money), but there is no systematic deployment of quantitative results and the five-page introduction to macroeconomic models is woefully inadequate.

In short, despite their obvious good intentions, the authors have written off more than can possibly be chewed and digested in just over 300 pages.

M. J. C. Surrey



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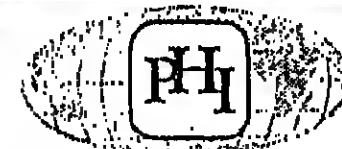
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BOOKS

Family that kept one step ahead

The Glassmakers: Pilkington 1826-1976
by T. C. Barker
Weidenfeld & Nicolson, £10.00
ISBN 0 297 76909 X

The subtitle of this book is misleading, for the period covered in it is, in fact, 1826-1939. The last 37 years are covered in a relatively brief epilogue of 19 pages—because we are dealing with events involving people who are still alive.

This is a pity because the post-war history of Pilkington is especially interesting to those who want to know of Pilkington's part in the operations of a successful multinational firm. In 1939 Pilkington was not large in multinational terms although it did dominate British glassmaking. In the post-war period it developed the float glass process, a major technological change, went public in 1970, and experienced a long and widespread strike (the first since the 1870s) in the same year.

From the bulk of the book three impressions of Pilkington's operations emerge strongly: continual innovation; the degree of cooperation with rivals; and the way in which the family was able to keep control of the company. As we shall see, the first two of these impressions are closely interrelated.

In the early days it was salesmanship and "constant vigilance in the office and factory" which was the cause of its success, but from 1860 onwards it was its ability to keep ahead of technical developments that was of overriding importance. As a framework to discuss innovation and its diffusion, Rogers has suggested that the firms which adopt innovations could be divided into innovators (the first 2.5 per cent of all adopters), early adopters (13.5 per cent), the early majority, the late majority, and laggards. Pilkington seems to fall firmly in the early adopter group—those who evaluate innovations quickly and then adopt them if they seem profitable. They were very rarely first in the field but were very quick to move in once a profit potential became apparent.

There are two aspects to this. First the company has to be aware immediately of scientific and technical developments and to see their applicability. In the early 1860s William Pilkington had this ability: "he did not possess an original or imaginative mind of the sort which produces major new inventions; but he was quick to spot potentially valuable improvements made by others."

In the inter-war period Pilkington was relatively slow to establish its own research and development department but had a highly organized process for screening and disseminating information. This information often emanated from overseas and the company was always quick to obtain United King-



The face of confrontation—defiant glassworkers still on strike during the long Pilkington's dispute in 1970. The men are returning to work at the company's St Helens plant.

dom licence rights on inventions. For example, its agreement with the American Window Glass Company over the float-glass process in 1909.

The second aspect of being a successful innovator is to back the developments with funds. The board always seemed willing to spend large sums of money on improvements which seemed "at all promising".

Closely connected with Pilkington's record of innovation were their constant agreements with other glass manufacturers on technical matters, market sharing, and price fixing. Many of these agreements were with 10 glass manufacturers in Europe who in 1904 formed the convention to control output on the continent. This was a powerful cartel and lasted through the difficult trading conditions of the inter-war period—although Pilkington escaped the full brunt of

the depression as two of its important markets, house building and cars, were little affected. After protracted negotiation quotas were set, markets geographically divided and the rights to the use of technical improvements were exchanged. As a corollary the convention seemed more durable than most.

Through all of this the family retained total control of the company. The original interest was an eleventh share of the St Helens Crown Glass Company in 1826, three years later all 11 shares were in the hands of the Pilkington family. Successful generations of Pilkingtons were able to breed or admit by marriage enough able men—for clearly the business was successful—for the company to be the largest private one in Britain by 1970. The divorce of ownership from control—typical of public companies—also occurred in Pilkington with the family managers receiving

relatively little financial benefit compared with outside "family" shareholders. None the less family ownership and control rested with the Pilkington family.

The account Professor Barker provides is very detailed, perhaps excessively so. There are 1,351 footnote references and a further 60 pages of appendices. The main body of the text also contains 15 minutes' detail from how many cricketers the company ran in the 1890s to the name of the Detroit hotel in which a company negotiator stayed during negotiations with Ford in 1923—and as a result it is not always easy to identify broader underlying developments. Thus the book should be extremely useful for research purposes but may prove too detailed for those with more general interests in the area.

W. K. Norris

Back to the land

An Approach to Land Values
by D. M. Turner
Geographical Publications, £2.35
ISBN 0 900394 17 X

Land valuation is an aspect of what might be termed "practical development economics" which occupies a curious place in academic studies. It is studied mainly for the examinations of Royal Institution of Chartered Surveyors—in almost complete isolation from university economics. It has impoverished both subjects.

Questions of urban development, valuation for compulsory purchase, the taxation of development and more generally, the streamlining of urban resource allocation of great importance. But they have received little attention from economists, whose occasional comments have often suffered from the influence of practical knowledge. On the other hand, "estate management" has for too long been technical, unhelpful advice from the main stream of economics.

Other consequences have been more serious. A contributory factor in the (as events have proved) ill-considered, subsequent post-war British land legislation has been the inability of chartered surveyors to explain the issues in ways that could be understood by non-specialists.

This unfortunate division prevails in a large extent in all countries. But in the United States two practicing valuers—Richard and Homer Hoyt—have produced some of the most illuminating studies of urban growth. Dr. Turner of the department of land economics at Cambridge, in his long "estate management" and economics in this book.

This book is intended to meet need for a readable, more general, and comprehensive survey of the theory. According to the theory, it relates to the value to the broader field of economy; and correlates the physical, economic and institutional influences operating on the value of land. The book is written by a valuer with the valuation methods used in commercial transactions and assessments for statutory and other purposes. . . . It will be useful to those professionally involved with land values, but also students of economics, geography, and mental and regional studies.

Teaching in these activities is mainly by providing teachers drawn from university staff.

The layout follows broadly that of the professional valuation books, with a brief review of the nature of value, followed by a chapter on the main interest in land, including valuation. In fact, sections of valuation, various sectors of the property market, and a discussion of boxes of valuation laid down by various purposes in British legislation. It ends abruptly with an explanation of a second major

Various worked examples are given. The author's economy is commendable and, as a textbook of valuation, it is certainly broader in scope and better written than the standard textbooks. On the other hand, it is doubtful how useful it will be to students of urban economics, urban geography and allied subjects.

There are many issues concerning land prices which have been the subject of violent controversy since the war and, in fact, since 1945. Mill pronounced in 1844 that "land owners make money, as it were, in their sleep". It should be possible to use the body of "estate management" knowledge to illuminate these issues, and to subject legislation to critical scrutiny. The discussion here concentrates on what the way that Act lays down, with little or no reference to economic assessment.

But, whatever its limitations for the wider purposes in itself, this book is a competent summary of valuation procedures in British legislation. It can be recommended without qualification as supplementary reading for students taking the RICS examinations.

Graham Halliell

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University of Tasmania
LECTURER IN LAW
Faculty of Law. The Department of Law is seeking a Lecturer in Law to join the staff. The successful candidate will be involved in the teaching and supervision of students and will contribute to the research in these areas. A broad knowledge of law and experience in teaching and supervision will be a further advantage. 28 February, 1978.

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VICTORIA UNIVERSITY OF WELLINGTON

The Council of the Victoria University of Wellington invites applications from men and women for the following vacancies:

School of Architecture
SECOND CHAIR OF ARCHITECTURE

The Council seeks to appoint a person to the Chair with particular qualifications in one or more of the following areas:

(a) Architectural psychology, design method, communication and management.
(b) Industrial design related to new building products and components development.
(c) Construction technology and design integration.

Council would hope to appoint someone who would wish to participate in the building up of the new School of Architecture, and who would take an active part in developing a curriculum for the university and in the work of the professors in the building industry. The first to be appointed will be a full-time Professor. The second to be appointed will be a part-time Professor. The third to be appointed will be a part-time Professor. The fourth to be appointed will be a part-time Professor. The fifth to be appointed will be a part-time Professor. The sixth to be appointed will be a part-time Professor. The seventh to be appointed will be a part-time Professor. The eighth to be appointed will be a part-time Professor. The ninth to be appointed will be a part-time Professor. The tenth to be appointed will be a part-time Professor. The eleventh to be appointed will be a part-time Professor. The twelfth to be appointed will be a part-time Professor. 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Further particulars and forms of application may be obtained from Mrs. D. Liddell, Administrative Assistant (Personnel), at the above address, and should be returned not later than 27th January, 1978.

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 Colleges of Art Commerce Education
 Nautical Studies and Technology



ACADEMIC VICE-PRINCIPAL

Appointment from 1st September, 1978. Salary in accordance with Burnham Further Education Scale for Vice-Principals, Group 7 or Group 8 (under review) + London Allowance.

LECTURER IN ENGLISH

Candidates should possess an Honours Degree and Postgraduate qualifications in English. The successful candidate will be expected to lecture in the TEACHING OF ENGLISH AS A SECOND LANGUAGE FOR THE DIPLOMA OF THE UNIVERSITY OF LONDON and to participate in the work of lecturing for BED and BA. Salary in accordance with Burnham Further Education Scale + London Allowance. This post could be available from Easter, 1978. Further details from the Principal, to whom applications should be sent with the names of three referees. There are no official forms. Applications should arrive not later than 3rd February, 1978, and should be addressed to: The Principal, St. Mary's College, Strawberry Hill, Twickenham TW1 4SK. Tel: 01-892 0051, ext. 22.

BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION

Queen Alexandra Road, High Wycombe, Bucks.
 Director: D. J. Everell, BA, FFT Com.

School of Management Studies and Languages

Applications are invited from men and women for the following posts, duties to commence as soon as possible:

Senior Lecturer in Law

Candidates for this post should be graduates in Law and able to assist in the development of a C.N.A.A. degree in European Business Studies. Candidates should have experience of teaching at degree level.

Senior Lecturer in Accounting & Finance

Candidates for this post should be qualified accountants and able to contribute to the development of a C.N.A.A. degree in European Business Studies. Experience of teaching at degree level is essential and preference will be given to candidates with industrial experience.

Salary Scale: £5,523-£8,447 per annum.

Application form and further details for these posts are available from the Assistant Director, to whom completed forms should be returned as quickly as possible. Tel. No.: High Wycombe 22141.

Royal County of Berkshire Bulmarsh College of Higher Education

PRINCIPAL

The recent Principal James T. Parker, has recently been appointed Director of the Commonwealth Institute.

The salary for the post is £10,134 p.a. and there are substantial allowances.

The successful applicant will be required to take up the appointment by 1st September, 1978. If possible, the applicant should send a letter of introduction from the Director of the Commonwealth Institute.

Further details and application forms may be obtained from the Assistant Director, to whom completed forms should be returned as quickly as possible. Tel. No.: High Wycombe 22141.

Colleges of Further Education

Harrow College of Technology and Art

Faculty of Art and Photography

Senior Lecturer

SCHOOL OF PHOTOGRAPHY

£5031-£8417 + London Allowance of £402

Responsibilities will include: Course Tutor to the first year of the B.A.(Hons.) degree in Applied Photography, Film and Television; teaching the practice and principles of photography; contributing to such other subjects as aesthetics, sociology, history of visual arts, design studies, and photographic applications.

Applicants should be graduates, preferably with a qualification in education, and have had extensive experience in professional photography and photographic education. An appreciation of the general philosophy and conduct of C.N.A.A. degree courses in Art and Design is expected.

Further details and application forms are available from the Principal's office, telephone 01-864 4411, extn. 34 or 35, and application forms should be returned within 14 days.

WEST DEAN COLLEGE PRINCIPAL

West Dean College is part of the Edward James Foundation and the Principal is responsible for the running of the College. The Principal will have a wide range of responsibilities, including the management of the College's finances, the development of the College's curriculum, and the management of the College's staff.

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Department of Social Studies Selly Oak Colleges Birmingham B29 6LR

PRINCIPAL LECTURER IN SOCIAL WORK (Re-advertisement)

Applications are invited for the post of Principal Lecturer in Social Work to head the teaching team in a newly approved course for undergraduates leading to the Certificate of Qualification in Social Work (Revised and Dry Services).

Applicants should preferably be graduates, professionally qualified, with a minimum of five years' experience of teaching at degree level, and of social work practice in appropriate fields.

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Administration continued

HOVE

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LOCHIAN REGIONAL COUNCIL

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